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An Evaluation of Different Aspects of the Interscholastic Athletic Program of a Large City High School by Various Groups

James Harold Smith
Loyola University Chicago

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AN EVALUATION OF DIFFERENT ASPECTS OF THE
INTERSCHOLASTIC ATHLETIC PROGRAM OF
A LARGE CITY HIGH SCHOOL
BY VARIOUS GROUPS

by
JAMES HAROLD SMITH

A Dissertation Submitted to the Faculty of the Graduate School
of Loyola University in Partial Fulfillment of
the Requirements for the Degree of
Doctor of Education

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LIFE

James Harold Smith was born in Chicago, Illinois, December 12, 1903.

He was graduated from the senior classical form of the Hillfield Country Day School, Hamilton, Canada, June, 1921 and from Tilden Technical High School, Chicago, June, 1922. He received the degree of Bachelor of Science from the University of Illinois, June, 1926, the degree of Master of Arts from the University of Chicago, June, 1932 and the degree of Doctor of Science from Bradley University, June, 1952.

In 1927 he was assigned as a teacher in the Chicago Public Schools and taught as an elementary and high school teacher until he was promoted to elementary school principal in 1937. He was assigned to a high school principalship in 1939. From 1936 to 1939 he was a lecturer in Education at Loyola University in Chicago.

The author has been closely associated with interscholastic athletics for some years. He is presently chairman of the Chicago Principals Committee on Athletics, secretary of the Rules Interpretation Committee and chairman of the Protest Committee of the Chicago Public High Schools Athletic Association and a member of the Board of Directors of the Illinois High School Association.

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CHAPTER I

INTRODUCTION TO THE STUDY

A. Purpose of the Study

This study is an evaluation of various aspects of the interscholastic athletic program of the Lane Technical High School. In making this evaluation the collective opinions of four groups are considered. These four groups are the parents, the teachers, the business and professional men and the students. Since these groups furnish the participants, provide the instruction, finance the athletic program, directly or indirectly, and support or oppose the administration thereof, their collective judgments or opinions are very important to the school and its administration. This is true whether or not these opinions are right or wrong in the judgment of educators. The effect of interscholastic athletics on the participants is important too. It is generally accepted that most athletes are better developed physically than non-athletes and that, under proper supervision, athletics will develop the participants physically. It is not so generally accepted that persons who have competed in interscholastic athletics have better personalities and are better adjusted personally and socially than persons who have not competed in athletics.

The first major problem in this study may be resolved by finding the answer to the following question:

What opinion do the parents, teachers, business and professional men and students have of Lane interscholastic athletics and to what extent do they agree with the rules, policies and procedures governing different aspects of the interscholastic athletic program?

In order to secure the answer to this question answers to the following questions must be obtained from the parents, teachers, business and professional men and students:

1. How desirable or necessary is the interscholastic athletic program to the welfare of the school?
2. Should the present scholastic eligibility requirement for participation in athletics be changed?
3. Who should be responsible for the administration of the athletic program?
4. How does the interscholastic athletic program affect school and student morale?
5. Do teachers treat athletes and non-athletes the same?
6. How should the purchase of athletic equipment be financed?
7. Should "out-of-season" practice be continued or discontinued?
8. Should coaches be teachers with the same salaries as other teachers?
9. Is much publicity about athletics desirable?

The second major problem may be resolved by finding the answer to the following question:

Do participants in athletics make better personal and social adjustments than persons who do not participate in athletics?

B. - Background of the Problem

Competitive athletics has become so firmly established as an integral part of American secondary and collegiate education as to constitute a phenomenon as far as foreign educators are concerned. Visitors from European schools and universities are amazed by the place athletics has assumed in American educational institutions. In many communities, public support for and interest in athletics has caused schools and colleges, including their educational programs, to be judged by the success of their athletic teams. The same situation applies to individuals. Many times the names of coaches and players are well known locally or even nationally while the names of the presidents, professors, principals and teachers in the institutions are known to but a few. News about interscholastic athletics as well as intercollegiate athletics is followed eagerly by students, school patrons and the public in general. The sports program and competitive athletics is now a definite, accepted phase of secondary education in this country and has gained what appears to be a permanent place in the high school program.

With the continued growth and expansion of interscholastic athletics have come many educational problems, particularly those of an administrative nature. Athletics is today one of the most bothersome administrative fields in high school education. Yet, attempts to control athletics in colleges and secondary schools were made in the latter years of the nineteenth century and the early years of the present century. Football, as played in those early years, was a rough and brutal sport. Broken legs,

smashed noses, lost teeth and even fatalities were all too frequent. Finally in 1905 President Theodore Roosevelt made a public announcement that he would ban further football games by presidential edict unless the rules were changed and the games supervised in such manner as to protect the lives and safety of the players.¹ Since that time more and more rules and regulations have been formulated by ever more numerous and powerful educational and athletic control bodies. Practically all phases of the interscholastic athletic program from eligibility rules to the cost of awards and the number of games that may be played are controlled by the high school associations and accrediting agencies operating in the various states. Yet today, it is probable that athletics furnishes as big a problem administratively and is, in some respects, as unsound educationally as any phase of activity in the colleges and secondary schools.

Although the problem of controlling athletics in secondary schools is an old and continuing one, much of the difficulty through the years can be traced to the school administrators themselves. This is undoubtedly true today and it was true more than twenty years ago when a report of the Committee on Athletics in the Secondary Schools of the North Central Association of Colleges and Secondary Schools revealed a number of unfavorable conditions surrounding athletics in member schools. The report includes records showing the unfavorable attitudes of principals toward abuses and their disposition

1 Charles W. Whitten, Interscholastics, Chicago, 1950, 3.

toward plans to mitigate them.² Part of this reluctance to revise the athletic program then as today was probably due to the force of public opinion and community pressure as well as to the belief of many secondary school administrators that a successful athletic program adds to the prestige of the school and helps to build and maintain student-body morale. These beliefs on the part of schoolmen and their reluctance to curb abuses has led to much of the continuing criticism of interscholastic athletics by educators. This criticism has taken many forms, in the press, on the radio and television, in educational meetings and in text-books. It is forcing secondary school educators to re-evaluate their athletic programs.

It is not only abuses in the secondary school athletic program which are giving the high schools difficulty. The recent wave of criticism of intercollegiate athletics has been widely reported in the daily press and has aroused much interest and criticism among the lay public. The American people are prone to group all education and educational institutions together and to criticize all branches together. Perhaps there is some justification for this tendency and perhaps secondary school administrators should recognize the justice of the overall criticism of intercollegiate and interscholastic athletics and should help reform both the college and the secondary school athletic programs. This is the view of a subcommittee of the official athletic committee of the North Central Association of Colleges and Secondary Schools whose chairman reports that "many abuses have crept in which bid fair, not only to wreck the intercollegiate program, but eventually

2 E. E. Morley, "Report of the North Central Association on Athletics in Secondary Schools," North Central Association Quarterly, VI, June, 1929, 21-29.

to affect unfavorably the entire educational and athletic program of both secondary schools and colleges."³

The official committee of the North Central Association believes that unless leaders in secondary education as well as leaders in higher education assume responsibility for proper conduct of athletics, the current abuses will be used as a basis of destruction of the whole program of athletics. This group also believes

. . . because of the intense public interest in college athletics the present abuses in the program even if confined to a minority of colleges, exert a powerful influence on lay opinion which is reflected in the attitude of the local public toward high school sports.⁴

This athletic committee of one of the country's most powerful accrediting agencies is concerned about what may happen to the interscholastic athletic program if the public should demand winning teams as it has done with some colleges. The attitude of the public and the patrons of a school is important to the proper administration of the program of athletics and these educators recognize that fact. It is recognized also that if the athletic program in a school is not properly organized, conducted, advertised and interpreted, the school patrons and public will turn against it and curb it.

To many educators it is quite evident that it is possible for a school to abide by the letter of the rules in interscholastic athletics and yet lack public confidence insofar as the athletic program is concerned.

³ Charles A. Senler, "Problems of Intercollegiate Athletics As They Affect Secondary Schools," North Central Association Quarterly, XXVI, January, 1952, 253.

⁴ Ibid., 254.

Secondary school administrators may feel that so long as they follow the rules of the high school association in their own schools the public will believe in the value of their athletic programs. This may or may not be true. It is also quite possible that the patrons of the school, including the students, neither understand nor approve the rules under which the athletic program is conducted. If this is the case the school administrator must endeavor to win the support of the various groups for the rules and the spirit behind them. Without this understanding and support a school administrator is in an unfavorable position if it ever becomes necessary to suspend or declare a popular athlete ineligible.

The committees working with athletic problems face the same basic fact as the school administrator, namely, that the school's athletic program, as with everything in the school, is being constantly evaluated by everyone interested or familiar with the institution. Since athletics attracts much public interest and attention, this constant evaluation is many times colored by emotion and partisanship. Nevertheless, this evaluation is important and therefore if a collective evaluation could be obtained by the administration much might be learned.

The Lane Technical High School conducts a comprehensive interscholastic athletic program. The school, as a member of the state and city organizations which control athletics, abides by the rules common to recognized Chicago and Illinois high schools. It, of course, conforms to the regulations of the accrediting agencies. A discussion of the athletic program at Lane is given in Chapter III. It should be evident, however, that

many of the problems which face Lane are probably common to other high schools in Chicago and Illinois and perhaps in the country.

C. Basic Assumptions of the Study

It should be recognized at the outset that there is no thought of abolishing athletics at Lane. It is assumed that interscholastic athletics is an integral part of American secondary education and should be considered as part of the total educational program of the school. If investigation indicates that a school is having difficulty with the program of study in mathematics it does not abolish the study of mathematics. An attempt is usually made to improve the curriculum, the methods of instruction, the facilities and other factors which militate against the proper type of mathematics program. The same view is held here in regard to interscholastic athletics. If the program of athletics at a school is not educationally sound or does not have the support of its patrons, the objective should be to revise the program and make it function properly, not abolish it. This is one of the basic assumptions of this study.

Another basic assumption in this study is that the opinions of parents, teachers, business and professional men and students have value and should be considered.

D. Definitions

Interscholastic athletics is the program of athletic competition where, in the contests played, the representatives of one secondary school

compete against the representatives of one or more other secondary schools. Interscholastic athletics may be considered as inter-institution athletics. Generally, though not always, the athletes who compete must meet certain eligibility requirements in regard to scholarship, age, length of attendance and other factors.

Intramural athletics is the program of athletic competition for members of one school or institution. In high schools, there are generally no eligibility requirements but participants of approximately the same age, size and physical development play with and against each other. Sometimes the rules require that only members of the same year or grade level may compete in the same section or league.

Competitive athletics is usually assumed by physical educators to refer to interscholastic, intercollegiate, athletic organization and professional athletic programs and contests. It is organized athletic competition.

E. Limitations of the Study

It is one of the purposes of this study to have Lane interscholastic athletics evaluated by parents, teachers, business and professional men and students. Since this is a patron or consumer evaluation it is not the purpose to have experts, administrators or physical educators rate or judge the program. It is not the aim to produce a rating device nor to evaluate the athletic programs of other high schools on the basis of findings in this study. Undoubtedly, much of what is done or found in this study is pertinent

to some degree to conditions in other high schools, especially Chicago high schools. However, many phases and aspects of athletic programs are individual and peculiar to a particular school. Care must be exercised when applying findings in one school to the athletic program in another school. It must also be recognized that, in that part of the study devoted to rating the personality development of athletes and non-athletes, the tests used are admittedly not infallible nor absolutely valid. This is especially true as regards individuals. Furthermore, the individuals rated were all enrolled in a technical school. This may or may not mean they were a special group as regards personality development.

Finally, the conclusions reached must necessarily be limited. However, they may serve as a basis for further study by other schools or by athletic control groups. They may serve as the starting point for the solution of problems of many high schools in this area.

F. Procedures Used in the Study

The following procedures have been used in this study to arrive at the conclusions reached:

1. A review of selected literature pertinent to this investigation in which were given the opinions of authorities and the conclusions of researchers in the field of interscholastic athletics.
2. A survey of the Lane interscholastic athletic program and an analysis of the rules and regulations which govern its organization, administration and operation.

3.. A questionnaire study involving 2,438 questionnaires from 542 mothers and fathers, 180 business and professional men, 222 teachers and 1,494 students.

4. Administration to 578 graduating seniors of the Bell Adjustment Inventory. This test which measures personal and social adjustment was given to 153 boys who were members of the interscholastic athletic squads, 317 boys who had participated in organized team athletics, other than interscholastic athletics, and 103 boys who had never taken part in organized team athletics.

5. Formulation of conclusions regarding the Lane interscholastic athletic program in light of the information received from the above sources.

CHAPTER II

REVIEW OF THE LITERATURE

Athletics furnishes one of the principal fields of interest to the American people, an interest which has brought with it many problems. This interest embraces interscholastic and intercollegiate athletics as well as professional and non-institutional amateur competitive sports. As a result, the administrators of educational institutions in this country find that they are engaged in producing athletic programs which constitute a form of public amusement. As public interest has increased with resultant increases in gate receipts, schools and colleges have found themselves becoming ever more deeply involved in the production of athletic contests. With the increases in attendance and gate receipts have come problems. Increases in attendance have caused many educational institutions to enlarge or build sports facilities such as stadiums, field houses and gymnasiums. Demands for winning teams by public, students, alumni and sports writers have influenced administrators of schools and colleges so that they have condoned or ignored actions and practices which are uneducational and detrimental to the very purposes for which their institutions were founded. As a result, intercollegiate athletics has been criticized by educators and laymen alike. Interscholastic athletics has not escaped criticism although it has been neither so extensive nor so angry as that leveled at athletics on the college level.

Since this study deals with interscholastic sports, the criticism of athletics which has been given so much space recently in newspapers and magazines will not be repeated in detail. Although such groups as the American Council on Education, the National Collegiate Athletic Association and such personages as college and university presidents have voiced disapproval of athletics in varying degrees, it has, in general, applied to sports on the collegiate level. Most of the speeches and articles by educators, by judges concerned with sports bribery cases and by other persons interested in the shortcomings of athletic programs do not apply to interscholastic athletics. They are mentioned here because of the effect uneducational practices in college sports and the resulting criticism may have on interscholastic athletics. If the spirit of "anything to win" pervades the colleges it will not be long before the secondary schools may be following the same concept. Similarly, if college athletics is looked upon unfavorably by the general public, the high schools can expect that the interscholastic sports program will receive criticism. In fact, some educators believe that interscholastic and intercollegiate athletics are so tied together that what harms one harms the other. One prominent educator serving as chairman of the North Central Association athletic committee has written:

it is our belief that the college and high school athletic programs will live and die together and that it will require the closest and most whole-hearted cooperation to cure the current abuses which have crept into the program.¹

¹ Semler, "Problems of Intercollegiate Athletics As They Affect Secondary Schools," North Central Association Quarterly, XXVI, 254.

However, the task of regulating and organizing the intercollegiate athletic program is generally considered to be the job of the various colleges, their administrators and their athletic control bodies. Although over-emphasis upon college athletics does affect the high schools, it is primarily a college problem, one which has been solved by some universities by "de-emphasizing" or abolishing intercollegiate sports competition.

Interscholastic athletics does not lack critics and supporters in its own right. Educational writers, particularly in the fields of administration and physical education, have written about high school athletics in general, and about many phases of the sports program in particular. In addition, various studies have been made on different aspects of interscholastic athletics which are of importance to secondary school administrators and others interested in high school sports. In order to cover the whole field of high school sports in general, and various aspects and problems in particular, the opinions and writings of representative educators and certain important studies are discussed in separate sections. Naturally there is considerable over-lapping in these discussions but in this way it is possible to group the writings and studies somewhat and cover them adequately,

A. Criticisms of Interscholastic Athletics

Some educators interested in the secondary school field have criticized competitive athletics in high schools. These criticisms have varied in nature and breadth but in many cases have some common elements.

Douglass and Grieder are quite critical of present-day high school sports. They feel that many conscientious school authorities are embarrassed

by the degree to which athletic competition has developed in recent years. It is their opinion that gate receipts have become the important factor in athletics to many secondary school administrators who have allowed their desire for these receipts to influence educational matters and considerations. These writers believe the high schools are, in effect, engaged in operating an amusement business.² Douglass and Grieder also object vigorously to the fact that more and more community interest has centered around athletics overshadowing the educational program and other activities of the school. They point out that the interest and feeling of the community in some cases has been so intense as to influence the school administration adversely.³

Many school administrators concur in the belief that communities may be too impressed by the success of the athletic teams of a school. Brannell in his study of 327 schools found that a problem of concern to 101 of these institutions lay in the fact that the community was inclined to judge the school by its success in athletics. The most troublesome problem, however, that was emphasized in this study was that participation in interscholastic athletics was limited to too few students. This problem was checked by 160 schools.⁴

2 Harl Douglass and Calvin Grieder, American Public Education, New York, 1948, 347.

3 Ibid.

4 Roy P. Brannell, Intramural and Interscholastic Athletics, National Survey of Secondary Education, Monograph No. 27, United States Office of Education, Washington, 1932, 104.

Competitive athletics of all kinds has been criticized from the point of view of mental hygiene. Slavin believes that competition in sports prevents the development of socialized attitudes. She is of the opinion that the most desirable outcomes of education are negated by the competitive spirit in sports. It is her belief that youth is not intrinsically interested in sports competition or sports prestige but that desire for such competition and prestige is developed by adults, principally newspaper writers, school authorities and leaders in recreational agencies. To her, the publicity and interest devoted to sports not only causes a dislocation of the intellectual life of the masses but also helps to perpetuate "mental infantilism." For the good of all, especially youth, Slavin is in favor of the elimination of varsity teams in the various sports.⁵

The criticisms given above are those usually voiced against interscholastic athletics. They are: (1) over-emphasis on gate receipts; (2) the tendency of communities to judge the value of a school by its athletic success; (3) the desire of administrators to have winning teams because of (1) and (2) with resulting over-emphasis of athletics; (4) the limited participation of the student body as a whole in interscholastic athletics; (5) the effect on young people of the desire to win, the desire for athletic prestige, and keen competitive contests.

B. Support of Interscholastic Athletics

Interscholastic athletics has a great deal of support from educators and educational organizations. Sometimes the support is unqualified but

5 S. R. Slavin, Creative Group Education, New York, 1948, 171-173.

frequently it is tempered with warnings and with restrictions.

The Educational Policies Commission, one of the most influential groups in the National Educational Association and the American Association of School Administrators, has published the statement that "no motivation for the development of good health and rugged physical condition can be found that would approximate that provided by athletics." The Educational Policies Commission would have the secondary school athletic program expanded, not curtailed. In this report, the Commission recommends that large high schools ideally should endeavor to organize and support ten to twelve teams in each sport, all approximately equal in ability and all representing the one school. The championship in a given sport would go to the school whose ten or twelve teams combined won the most games.⁶ In this way, increased participation with benefits for more students would be provided and opportunity to gain athletic prestige would be increased. This might result in considerable "de-emphasis" and answer some of the criticisms. On the other hand, the cost of equipment, and building of sufficient playing fields, the administration of the program and the securing of qualified coaches would be some of the problems which would face the school administrator who organized such an extensive athletic system.

Hughes believes more teams should be trained and equipped in each sport. In his opinion, where not now available, other sports such as golf and tennis should be included in an expanded athletic program. He claims

⁶ Education Policies Commission, Education For All American Youth, Washington, 1944, 279.

that, because the elements of athletic games consist of the large muscle activities such as throwing, running, striking, jumping, climbing and lifting, the athletic program should have a leading place in the physical education program.⁷

A subcommittee of the Special Committee on Intercollegiate and Interscholastic Athletics of the North Central Association of Colleges and Secondary Schools issued the following statement in an article on competitive athletics in colleges and secondary schools:

It is the belief of this Committee that athletic competition is a very important part of the educational program of both colleges and secondary schools. It is one of the most effective means we have for teaching young men and young women many of the attitudes and values which we deem important in our cultural and national life.⁸

Stoddard writes that no where else can such concepts as fair play, respect for the rights of others, willingness to abide by the law and respect for it, the role of leadership, the place and value of self-sacrifice, and the function of self control be taught as effectively as in competitive sports.⁹

Forsythe holds that athletics should be considered on an equal basis with other subjects or activities in the curriculum. He thinks

7 William L. Hughes, "Place of Athletics in the School Physical Education Program," Journal of Health and Physical Education, XXI, December, 1950, 24.

8 Senler, "Problems of Intercollegiate Athletics As They Affect Secondary Schools," The North Central Association Quarterly, XXVI, 253.

9 A. J. Stoddard, "The Relation of Physical Education to the Purposes of Democracy," Journal of Health and Physical Education, VIII, November, 1937, 52.

athletics should be considered as a subject to be taught and that it should definitely be used to promote school morale.¹⁰

Riley writes:

There is real educational value in athletics. The guidance possibilities of competitive games are unlimited. The rules of football, the formations, the plays themselves are as challenging to the mind as are the rules of algebra, the formations in geometry or the experiments in science. Football rules, formations and plays, however, have the added educational advantage of immediacy. We learn them readily because we have an immediate use for them. The football guide book is as comprehensive and specific as any text in our schools today. The discipline of the athletic field contributes something to the boy that he can get in no other way. Many boys earned a high school diploma because of their interest in athletics. All this would seem to indicate that the athletic program is a very important part of the educational program and should be taken from the exhibition class and placed in the regular curriculum where it belongs.¹¹

Scott agrees with many of the opinions of the other writers. Along with other educators he stresses the value of interscholastic athletics in building individual and school morale. In his opinion interscholastic athletics is effective in teaching teamwork and emotional balance. He believes that beyond these desirable objectives athletics builds morale based on the frustration of defeat as well as the elation of victory.¹²

A summary of the opinions given above indicates that the supporters of interscholastic athletics make broad and strong claims in favor of com-

¹⁰ Charles E. Forsythe, The Administration of High School Athletics, New York, 1948, 7.

¹¹ Charles E. Riley, "Financing Athletics," New York State Public High School Athletic Association Bulletin, IV, April, 1937, 2-3.

¹² Harry A. Scott, Competitive Sports in Schools and Colleges, New York, 1951, 162.

petitive sports and the values derived by the schools and individuals participating in them. Among the claims made for programs of competitive sports in high schools are the following: (1) they teach proper attitudes and values; (2) they develop character, citizenship and self-control; (3) they develop good health in the participants; (4) they are as valuable for teaching purposes in many ways, as algebra, geometry and other time-tested subjects; (5) they build good student and school morale. The proponents of athletics seem to agree that "the interscholastic program should be considered an integral part of the educational program."¹³ As an integral part of the schools' educational work athletics would naturally receive the same consideration and respect as other, perhaps more traditional, subjects.

C. Need for and Interest in Sports

Studies made during World War II showed the need for a proper program of physical education and athletics as one of the greatest problems facing this country and its schools. Karpovich and Weiss found that inductees into the Armed Forces showed an alarming lack of physical development. Minimum standards of strength, endurance, stamina, agility and coordination could not be met by a large percentage of the American male population. Over 48 per cent of the inductees examined in this study were in poor or very poor physical condition as judged by Army Air Force standards. The inductees were most deficient in arm and shoulder strength, endurance, running speed and

¹³ Society of State Directors of Health, Physical Education and Recreation, Physical Education, Washington, 1951, 11.

endurance of abdominal musculature.¹⁴

Larson found it was necessary to improve the physical fitness status of Army Air Force personnel as much as 80 per cent in order to meet minimum standards. Approximately 30 to 40 per cent did not have a sufficient degree of skill in any sport to desire participation. This included such common games or sports as baseball and basketball.¹⁵

As shown above it was necessary during World War II to bring many inductees up to standard physically. It was necessary, therefore, to provide a training program for this purpose.

Scott explains that all branches of the services placed great emphasis on off-duty competitive athletics. But, in the case of the Naval Aviation Physical Training Program commonly called V-5, the competitive sports program was made the basic program for the training of personnel. Scott points out that modern fighting men must be aggressive and willing to engage in individual combat as well as being able to work as members of a team. They must have a high degree of morale. Competitive sports were, therefore, chosen as the basis for training aviators to achieve these attitudes and abilities.¹⁶

14 Peter Karpovich and Raymond Weiss, "Physical Fitness of Men Entering the Army Air Forces," Research Quarterly, XVII, October, 1946, 184-192.

15 L. A. Larson, "Some Findings Resulting From the Army Air Forces Physical Training Program," Research Quarterly, XVII, May, 1946, 144-164.

16 Scott, Competitive Athletics, 66-69.

Although studies of inductees showed lack of development of sports skills and abilities, other studies have indicated that this is not due to the lack of interest of boys and girls in games. A study by Blanchard¹⁷ and another by Edgren¹⁸ of the play interests of boys and girls showed a high interest in team games especially baseball and basketball. These latter two sports were included among those in which inductees were deficient in skill.

A study by Beckner shows that the play-interest is carried forward into the senior high school and continues through the "teen years." The students' interest in competitive sports, particularly team sports, is very high.¹⁹ This study of Beckners confirms the views of observers of interschoolastic sports. The interest of senior high school students appears high as far as inter-school contests are concerned. Furthermore, the desire to compete, if possible, seems high.

Jessen and Hutchins, in a study of leisure-time activities of more than 48,000 persons between the ages of sixteen and twenty-four years, found that the common games and sports were the most popular activities. These included swimming, baseball, tennis, football, dancing, basketball, golf, bowling and hiking.²⁰

17 V. S. Blanchard, "An Analysis of the Likes and Dislikes of Boys and Girls in Health Education Activities," Research Quarterly, IV, March, 1933, 238-245.

18 Harry Edgren, "The Interests and Participation of Boys and Girls in Out-of-School Activities," Research Quarterly, VIII, October, 1937, 58-68.

19 Howard Beckner, (reported by Ralph La Port), "Selection and Adaptation of Activities," Research Quarterly, VI, May, 1935, 9-14.

20 C. A. Jessen and H. C. Hutchins, Youth; Community Surveys, United States Office of Education Bulletin No. 18, VI, Washington, 1936, 9-14.

Creed has shown there is a high degree of relationship between industrial efficiency and recreational participation. This study indicates that recreation is a factor in the life of every employee and that it is a greater factor in the lives of the better employees compared to the poorer employees. This study will have to be repeated and expanded, however, before any definite conclusion can be reached.²¹

A summary of the material in this section shows that: (1) inductees into the Army Air Forces during World War II, not only lacked physical development, but also lacked the ability to participate in common sports; (2) the V-5 program used competitive athletics to overcome the deficiencies of the inductees; (3) boys and girls of junior and senior high school age are interested in games and sports, especially team sports; (4) young people beyond high school age participate in play and sports activities; (5) industrial efficiency seems to be related to participating in recreational activities. These findings agree with the criticisms and opinions of many educators. Athletics have been criticized because participation is too limited and preparation for the proper use of leisure time is generally given as one of the objectives of a sports program.

D. Organization and Administration of Interscholastic Athletics

There have been important studies made concerning various phases of the interscholastic athletic programs of various schools and school systems.

²¹ C. E. Creed, "The Relationship of Recreational Participation to Industrial Efficiency," Research Quarterly, XVII, October, 1946, 193-203.

Wagenhorst made a study of the status of interscholastic athletics in 566 high schools of twenty-eight states. He reached the following conclusions:

1. Interscholastic athletics in some communities has been the means of arousing the public to the need of a physical education program for all.
2. Reliance upon gate receipts for the support of interscholastic athletics places the responsibility for the selection of the athletic sports which are fostered upon popular whim rather than upon desirable physical and educational outcomes for the participants and the schools.
3. All athletic coaching in high schools should be done under the supervision and direction of the department of physical education and by regular full-time teachers on the high school faculty. The practice of assigning coaching duties to a man who is not employed by the board of education and who is not a professionally trained teacher is contrary to the spirit of education and is a form of commercialization.
4. The salary of the coach should be consistent with the importance of the work he does and should come out of regular school funds.
5. Appropriations to carry out the complete approved athletic program should come from regular school funds.
6. All games should be free to the students and public.²²

²² Louis Hoeh Wagenhorst, The Administration and Cost of High School Interscholastic Athletics, Teachers College Contributions to Education, No. 206, New York, 1926, 92-112.

Hinman in a study of the administration of interscholastic athletics in fifty-one large cities found that the general administration of the athletic program was under the guidance of the director of physical education or of a board on which the director of physical education, school administrators and coaches were represented. In most cities, the coaching was done by physical education teachers. However, in twenty-four cities both academic and physical education teachers did coaching and in some cities the coaches were academic teachers.²⁵

Evans and Berry in a study of administrative practices for interscholastic athletics in fifty-one cities found that there is a definite trend toward having teachers of health and physical education do all coaching. In many cases, where there are not enough physical education teachers to cover the entire program, other faculty members are used to supplement them. These teachers may receive extra compensation. The number of cities offering extra pay to those who coach seems to balance with the number of cities where this work is considered part of the regular teaching program. Extra compensation for coaching ranges from \$3.00 per day to \$750.00 per season. This study also reveals that each city seems to have its own system for administering and financing its interscholastic athletic program. Each system is designed to meet the needs of the local schools and students. The only point of general agreement among all the cities included in this survey is that, wherever it is

²⁵ Strong Hinman, "The Organization and Administration of Health and Physical Education in Large Cities," Research Quarterly, XI, December, 1940, 97-108.

possible, the coaching should be done by teachers of health and physical education.²⁴

Brammell who studied interscholastic athletics in 327 schools, found that the fact that other activities tend to depend for income upon interscholastic contests is one of the chief reasons for overemphasis on athletic teams. He found that the poor administrative practice of depending upon gate receipts was responsible for much of all difficulty encountered in managing high school athletics. Brammell suggests a solution as follows:

There is no doubt that schoolmen in general would prefer to have athletics financed the same as any other school subject. Certainly, from an educational standpoint, athletics can be justified as having as great, or greater, possibilities for teaching citizenship, sportsmanship, character, self-discipline, health and use of leisure time than any other school subject.²⁵

During the twenty-year period since this statement was made more and more educators and school administrators have endorsed the principle of using school tax funds to finance athletics.

A Joint Committee of the National Federation of State High School Athletic Associations and the American Association for Health, Physical Education and Recreation of the National Education Association drew up a set of "Guiding Policies" and "Cardinal Athletic Principles." These "Policies and Principles" were formally adopted at the Federation meeting in 1947 and

²⁴ Ruth Evans and Robert Berry, "Report of a Study on Administration and Finance of High School Athletics for Boys," Research Quarterly, XVII, October, 1946, 204-207.

²⁵ Brammell, "Intramural and Interscholastic Athletics," National Survey of Secondary Education, Monograph No. 27, 82.

the American Association meeting in 1948.²⁶

In 1949 the National Association of Secondary-School Principals joined in this work with the other two organizations and the Joint Committee was enlarged to include representatives of the principals. The Joint Committee on Standards for Interscholastic Athletics, as this committee is designated, is now composed of eighteen members, six from each of the organizations interested. The executive secretaries of the three associations sit in on the committee meetings as ex-officio members.²⁷

The chairman of the enlarged Joint Committee, a member of the National Association of Secondary School Principals, made a report on the "Guiding Policies" and "Cardinal Athletic Principles" to the annual meeting of the principals in 1950. They were formally adopted by the National Association of Secondary-School Principals. The first statement in "Guiding Policies" reads as follows:

Athletics are to be an integral part of the secondary-school program and should receive financial support from tax funds on the same basis as other recognized parts of the total educational program. As a part of the curriculum, high school sports are to be conducted by secondary school authorities and all instruction provided by competent, qualified, and accredited teachers so that desirable definite educational aims may be achieved.²⁸

²⁶ American Association for Health, Physical Education and Recreation, "Cardinal Athletic Principles," Journal of Health and Physical Education XVIII, September, 1947, 435, 557, 558.

²⁷ Harry F. Moore, "What Standards and Policies for Interscholastic Athletics," Bulletin, National Association of Secondary-School Principals, XXXIV, March, 1950, 205.

²⁸ John K. Archer, "Standards in Athletics for Boys in Secondary Schools," Bulletin, National Association of Secondary-School Principals, XXXIV, March, 1950, 210.

Thus, three of the country's organizations most interested in school athletics endorsed two policies advocated in earlier studies and by educators: (1) that school tax funds should be used to support athletics; (2) that only qualified teachers should instruct in athletics. These organizations, however, qualify their statement of policies. They advocate that the tax money be used for a well-balanced intramural and interscholastic program with "a sport for every boy and every boy in a sport."²⁹ This principle would eliminate much of the criticism about over-emphasis on interscholastic athletics and the lack of participation of many high school students.

The policies given in the statement of the Joint Committee are supported, in principle at least, by some educators who object to the evils which are apparently inherent, to some degree, in the usual school athletic program. Jacobsen, Reavis and Logsdon point out: (1) some principals feel all coaches should be physical education teachers; (2) the objection to using interscholastic funds to support intramurals is that the interscholastic teams must win or revenue for the support of intramurals disappears; (3) a few schools have eliminated the stress of winning interscholastic contests by the expenditure of public money to support the athletic program.³⁰

Among the problems in administering athletics are those of obtaining qualified coaches and physical education teachers and whether these coaches should be paid extra compensation for coaching.

²⁹ Ibid.

³⁰ Paul B. Jacobsen, William C. Reavis, James D. Logsdon, Duties of School Principals, New York, 1960, 300, 306.

A survey of practices in 189 cities in 1945 provides some data on these problems. The answers of the coaches replying to the questionnaires may be summarized as follows: (1) a large majority believe physical education teachers should be paid extra for coaching interscholastic sports; (2) a large majority believe academic teachers should be paid extra if they coach; (3) a majority of coaches would prefer monetary payments rather than reduced teaching loads; (4) in 121 of the cities, coaches were being paid extra, in twenty-three they were being paid in class load reduction, in twenty-seven they were being paid by a combination of both.

The committee making the survey makes the comment that the trend is strongly toward paying extra for after school coaching and they recommend that an equitable system of payment be devised. They also note a growing trend to pay coaches partly in money and to require them to take a reduction in class periods as part payment. The committee recommends that if any coaches are paid all should be paid and if possible, payment should be made in periods off. If this cannot be done, they recommend payment in money.³¹

The studies and policies reviewed above are in agreement that, wherever possible, coaching should be done by members of the health and physical education department. Money to finance the athletic program should be provided from board of education funds rather than from gate receipts. The studies reveal that coaches in many large cities are paid extra amounts which

³¹ City Administrative Directors Section of the American Association for Health, Physical Education and Recreation, Report of Committee on Interscholastic Standards, Washington, 1946, 1-16.

may vary with the sports they coach. In large cities, the athletic program, as a whole, is under the guidance of a director of physical education or a board on which the director, the coaches and the administrators may sit. Caution in interpreting this last finding is necessary. It does not mean that the director of physical education or the board has authority over the principals of the secondary schools. Usually the director is a staff officer who reports to the superintendent or assistant superintendent of secondary schools.

Voltmer and Esslinger point out that in the final analysis the superintendent is responsible for the athletic program since he is the chief administrative officer appointed by the board of education and responsible to that body. He may delegate the responsibility to the school principal, for example, but he is still the one who is responsible for the athletic program. ³²

Williams does not agree entirely on this last point. He believes the final legal authority in all problems pertaining to athletics may be either the school principal or superintendent depending on the local administrative organization. ³³ However, he does agree that school funds should be used to finance interscholastic athletics. He believes administrators should try to eliminate admission charges for athletic contests and should invite the public in as school guests. ³⁴ Williams also feels that coaches should be fully

³² Edward F. Voltmer and Arthur A. Esslinger, The Organization and Administration of Physical Education, New York, 1949, 227.

³³ Jesse F. Williams, The Administration of Health and Physical Education, Philadelphia, 1951, 216.

³⁴ Ibid., 66.

qualified teachers who are especially equipped technically for teaching physical education and coaching. He urges that they be fully supported by the administrative staff regardless of the varying success of their teams. He believes coaches should be paid on the basis of the regular teaching load for a given school and points out that, in some school systems, athletic coaches are demanding extra pay. He warns this situation poses a serious problem which must eventually be faced by administrators.³⁵

The material included in this section has reviewed some of the findings and opinions about some organizational and administrative problems connected with athletics. They may be summarized as follows: (1) opinion, in general, seems to favor the use of school tax funds to finance school athletics; (2) coaches should be teachers, preferably physical education teachers; (3) large cities have directors of physical education or a board in charge of athletics; (4) in the final analysis the superintendent, or possibly the principal, has the responsibility for administering the athletic program; (5) coaches are demanding extra pay for coaching; (6) there is a trend toward giving coaches reduced teaching loads in return for coaching.

E. Interscholastic Athletics and Scholastic Eligibility

Most of the rules regarding eligibility and requirements for participation in interscholastic athletics have been decided upon on a state basis or, in the cases of some large cities, on a city basis. General agreement is

³⁵ Ibid., 221.

found on eligibility in regard to age, attendance, scholarship, residence and the like. Since most schools belong to the state associations and in some states are more or less urged to do so by accrediting agencies³⁶ eligibility rules tend to be uniform within a state. Not only are the rules uniform on state-wide bases but they are tending to become standard throughout the country. Forty-six state high school associations with a combined membership of approximately twenty thousand high schools belong to the National Federation of State High School Athletic Associations. These member high schools must conform to the rules of their state associations and the National Federation.³⁷

The general feeling of administrators about eligibility rules for interscholastic athletic participation is stated by Wagenhorst:

If high school athletic teams are to contest on a basis of equality, it is necessary above all other considerations to hold the players of the contesting teams to the same standards in regard to the amateur standing, enrollment requirements, scholarship, age, duration of eligibility, residence, and character.³⁸

It will be noted that players are to be held to "the same standards." There is practically universal agreement on the need for requirements as to age, residence, enrollment and amateur standing. There is some disagreement about scholarship requirements. If no scholastic eligibility is necessary, some

³⁶ Annual Report of Illinois High Schools to the Office of Superintendent of Public Instruction, 1961.

³⁷ Illinois High School Association, Official Handbook, Chicago, 1952, 44-45.

³⁸ Wagenhorst, Administration and Cost, 43-44.

educators think that the need for equality will be met. These educators point out that the interscholastic athletic program is usually the only one which requires scholastic eligibility and that, in many schools, a boy may participate in the band, drama club or other organizations without jumping scholastic hurdles.

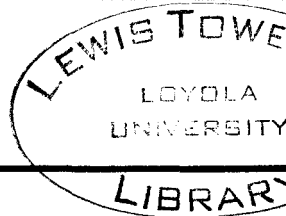
Rogers is definite in his statement that "there should be no eligibility requirements for participation in interscholastic athletics except the presentation of a medical certificate of physical competence by a player."³⁹

However, this opinion is not prevalent. Forty-seven states require that in order to be eligible students must pass a certain amount of work, usually fifteen semester hours, the previous semester. Practically all states require a student to be doing passing work during the current semester. New York has removed its previous and current semester scholastic requirements.⁴⁰

New York does not have a scholastic requirement for participation in interscholastic competition. Other states have fifteen semester hours as the scholastic requirement. Since twenty semester hours is the usual "load" carried by high school students, this rule permits an athlete to fail one subject or 25 per cent of his program and still be eligible for interscholastic athletic competition. While some educators may feel that there should be no scholastic eligibility rules, there probably are many others and a large

³⁹ Frederick R. Rogers, The Future of Interscholastic Athletics, New York, 1929, 100-101.

⁴⁰ Forsythe, Administration, 90.



percentage of the lay public who feel the requirement is not high enough.

If there is no pressure of any kind on a school to win and if the institution is able to maintain a serious attitude on the part of its athletes, eligibility rules could be waived.⁴¹ This would have to be true for opponent schools as well. From the rules for interscholastic competition prevalent throughout the country, school administrators evidently feel they are necessary.

The material in this section shows: (1) practically everywhere throughout the country the scholastic eligibility requirement for participation in interscholastic athletics is credit for fifteen hours the previous semester and passing grades in fifteen hours during the current semester; (2) there are some educators who believe there should be no scholastic eligibility requirement.

F. Interscholastic Athletics and Scholarship

Probably no criticism of athletics causes so much resentment among physical educators as the persistent belief among public and teachers that

⁴¹ An example of this is given by a statement made by Athletic Director Metcalf of the University of Chicago in the presence of Dr. Lawrence Kimpton, chancellor of the University as quoted in the Chicago Daily Tribune, July 4, 1952, pt. 2, p. 1.

We have no rule against post-graduates competing. We have no residence rule because we know we're not getting tramp athletes. We have no rule against freshmen competing. And an athlete is not necessarily ineligible if he has a slump in the classroom. If he gets an "F" on his record, we refer the case to his dean to decide if it's to the boy's best interests to quit athletics. We get recommendations for and against.

many, if not most, athletes are scholastically slow or mentally deficient.

Scott gives a graphic description:

The big, dumb athlete is characterized in story, motion picture, and cartoon as an illiterate, stammering, stumble bum, whose muscular efforts at cerebration are designed to tickle the funny bone of a none too discerning audience. On the opposite side of this picture is the much-maligned, bright individual who is conceived as possessing deep-set, bespectacled eyes in an abnormally large head, set on a thin emaciated body.⁴²

Scott emphasizes that since the scientific movement began in education, investigators have been trying to determine the relative academic abilities of athletes and non-athletes. These investigators have failed to disclose any significant differences in intelligence or in scholastic achievement between participants and non-participants in competitive sports.⁴³

However, some of the studies have yielded a certain amount of information and should be given consideration. Eaton and Shannon compared high school letter men and non-letter men entering the Indiana State Teachers College. They found: (1) that non-letter men were somewhat higher in intelligence and slightly higher in scholarship than letter men; (2) the high school athletes were slightly less successful in college than non-athletes; (3) the scholarship of the athletes in proportion to their intelligence was higher than for non-athletes; (4) the proportion of high-school athletes entering college was uniformly higher than that of the non-athletes in the same high school graduating class; (5) the proportion of high-school athletes

42 Scott, Competitive Sports, 169.

43 Ibid.

graduating from college was greater than the similar proportion of the non-athletes.⁴⁴ This study has several defects. The authors themselves point out that the higher proportion of athletes compared to non-athletes entering the college may account for the lower average intelligence of the athletes. They also note that the better athletes might have been influenced to go to bigger colleges in the state rather than to the Indiana State Teachers College. The one point which seems to stand out in this study is that the scholarship of the athletes in proportion to their intelligence was higher than the scholarship of the non-athletes.

Finch collected data from the scholarship records of 174 boys who were graduated from the University High School, University of Minnesota, over a seven-year period. Athletes were paired with non-athletes according to intelligence quotients. Achievement was measured in terms of honor points derived from teachers' marks. A thorough statistical treatment of the data indicated no significant difference between the two groups in academic achievement.⁴⁵

Ray compiled and compared the records of 432 boys in one high school, the records covering from one to four years of attendance. He found that: (1) as would be expected in physical ability and achievement the class athlete was above average; (2) the athletes' academic grades were 5 per cent

44 Dorothy Eaton and J. R. Shannon, "College Careers of High School Athletes and Non-Athletes," School Review, XLII, May, 1934, 356-361.

45 F. H. Finch, "Athletics and Achievement in High School," School and Society, XXIV, February, 1932, 299-300.

higher than those of the class group; (3) participants in team athletics as compared with individual sports had a slightly higher grade average; (4) boys out of sports were somewhat below the class average and considerably below the athletes; (5) sixty-seven per cent of the athletes' failures occurred in seasons when their sport was not played.⁴⁶ Ray makes the observation that the athlete is not only superior in mental ability as measured by intelligence quotient, but more superior as measured by academic averages, and still more superior as measured by number of academic failures.⁴⁷

Cook and Thompson compared ninety-one letter boys with 100 non-letter boys in the Hughes High School in Cincinnati. They found athletes: (1) were slightly lower in scholarship; (2) made poorer records during participation; (3) were more likely to graduate; (4) remained longer in school; (5) were more likely to enter college.⁴⁸

The studies of comparative scholastic achievement reviewed thus far have been criticized because they used teachers' marks. Many college and high school students are inclined to believe instructors favor athletes. Some professors and teachers hold to the same belief. This tendency is strengthened by cases and stories of cases where athletes are given credit without doing the required work. Similar instances of non-athletes receiving

46 H. C. Ray, "Inter-relationships of Physical and Mental Abilities and Achievement in High School Boys," Research Quarterly, XI, March, 1940, 129-141.

47 Ibid., 141.

48 William A. Cook and Mabel Thompson, "A Comparison of Letter Boys and Non-Letter Boys in a City High School," School Review, XXIV, February, 1932, 292-300.

underserved grades naturally do not receive the same attention. As a result, physical educators and those interested in schools sports believe that a good athlete who is a superior scholar is not given the credit to which he is entitled. However, most studies in this field have the disadvantage of using grades as a means of measuring academic achievement and thus are open to the criticism of favoritism toward athletes or the general valid criticism that teachers' marks vary widely for similar achievement.

Cormany, in his study, recognized this fact when he stated that studies in this field at the high school level have been open to criticism because teachers' marks were used as a measure of achievement. The purpose of his study, therefore, was to determine whether participation in organized interscholastic athletics had an effect on academic achievement as measured by objective tests. The investigation was made in five high schools in Raleigh County, West Virginia. Basketball and football players were paired with non-athletes on the basis of mental ability in Grades 10 to 12. Achievement was measured by standardized tests in English, biology and American History. Cormany found: (1) the trend in the large high school and the four smaller high schools taken as a group and the five high schools taken as a unit was in favor of the athletes; (2) in comparing the mentally capable athletes with non-athletes of the same level, the trend in two out of three subjects is slightly in favor of the non-athletes; (3) the difference in each case, statistically tested, is not reliable and therefore, as far as this investigation is concerned, the difference in achievement between the two groups is

negligible.⁴⁹ Corman concludes "since practically all investigations of the effect of interscholastic athletics on scholarship have shown negligible results, it would seem to follow, the non-participant is the loser."⁵⁰

An observation by Scott summarizes work done on the comparison of abilities and scholastic achievements of athletes and non-athletes:

In so far as native intelligence is concerned or marks in school or college, the athlete apparently is not a different breed of cat. He appears to have as much ability to achieve academic success, and in numerous instances, as disclosed by controlled studies, seems to do about as well in achieving marks as other students. These studies in relation to the relative abilities of athletes and non-athletes, however, while giving little comfort to the proponents of either side of the argument, have served to reveal again the futility of attempting to measure objectively the vagaries of human conduct. . . . these comparative studies . . . reveal a widespread variance in methods of marking as employed by individual teachers in a given institution and the differences among institutions with respect to the qualities evaluated in students as symbolized by marks. In the face of these great variations within the institution itself and among institutions on the same academic level, little reliable information is to be obtained by attempting these comparisons. There are also wide ranges of difference within groups of athletes as well as in groups of non-athletes.⁵¹

G. Interscholastic Athletics and Publicity

As has been brought out in this chapter educators, especially those in the field of school administration, have long been aware that the community many times forms its impression of the school, including its educational program, by the success or failure of its interscholastic athletic teams. There are dangers in publicity which tends to evaluate the school only, or largely,

49 W. J. B. Corman, "High School Athletics and Scholarship Measured by Achievement Tests," School Review, XLIII, June 1935, 456-461.

50 Ibid.

51 Scott, Competitive Sports, 171.

by its athletic program. This fact is recognized by educational organizations, one of which discusses athletics as follows:

Any campaigner can testify that a successful football team makes it easy to win a bond or tax election. But not every school can win athletic championships consistently. The coach who is this year's hero may be next-year's slump. School and public interest in interscholastic sports often throws that program clear out of normal proportions.

Little need be said about the value of competitive sports. It is the one channel through which many adults maintain contact and interest in the school. It develops fervent loyalty among pupils, a step in their expanding citizenship concepts. It usually has character-building and health-development values for the participants.

On the negative side, the competitive sports program tends to overglorify physical prowess. It often puts coaches "on the spot" to develop winners, and failure is likely to have negative effects toward the whole school.⁵²

While concern is expressed above about possible negative effects of the sports program on public attitudes, it is also brought out there that athletics form the one channel that many adults use "to maintain contact with and interest in the school." This is important to the school. If the only connection that a school has with many adults is through their contacts with and the publicity about athletics, the school must necessarily be concerned with the kind of contacts and the types of publicity that are prevalent.

Physical educators who are interested in sports for all are aware of the problems connected with publicity and public interest in interscholastic sports. Staley writes that many times the community is more concerned about the quality of the interscholastic teams than it is about the quality

⁵² National School Public Relations Association, It Starts in the Classroom, Washington, 1951, 48.

of the curriculum in sports.⁵³

Voltmer and Eeslinger point out that the two most valuable media for giving publicity about the school to the public are the students and the newspapers. They stress the fact that the local newspaper is very powerful in forming public opinion and that it is usually liberal with its coverage of school news.⁵⁴

Steele in a study of twenty-one representative Illinois daily newspapers ascertained the total number of inches devoted to educational news as well as the distribution of this news into eleven types of school news. He found sports received 55.4 per cent of the space devoted to school news. The next highest amount, 9.2 per cent, was received by the Parent-Teacher Association. Student activities received 7.9 per cent, teachers 7.6 per cent, administration and the board of education 5.3 per cent. Honors and awards received 0.4 per cent.⁵⁵

The material in this section indicates that: (1) some communities judge a school by its athletic program and the success of the school teams; (2) public interest may adversely affect a sports program because of poor public attitudes; (3) there are many adults whose only contact with the school is through their interest in athletics; (4) newspapers are powerful in forming

53 Seward C. Staley, The Curriculum in Sports, Philadelphia, 1935, 206.

54 Voltmer and Eeslinger, Organization and Administration, 358-359.

55 J. Russell Steele, "Sports Dominate School News," Illinois Education, XXVI, December, 1948, 120, 142-143.

public opinion about the schools; (5) over half of all school news coverage in daily newspapers in Illinois is devoted to sports, according to one study.

H. Interscholastic Athletics and Personality Development

Physical educators usually claim that participation in physical education activities and athletics develops character and more wholesome personalities in the participants.

Watson believes it is not possible for a teacher to guide physical education activities without at the same time guiding the development of personality. To him, participation in athletics helps in achieving personality adjustment and aids in satisfying prime social needs.⁵⁶

Blanchard investigated the development in personality of 164 pupils, the number declined to 132 during the study, in Grades 8 to 11 over a period of two years in a Florida high school. She devised a "Behavior Rating Scale" for the measurement of character and personality. Her conclusions, within the limitations of her scale, were: (1) it appears character and personality traits are affected by participation in physical education activities; (2) desirable rather than undesirable traits are stimulated by participation; (3) in general, a continuous growth in character and personality traits takes place at each succeeding level.⁵⁷

⁵⁶ Goodwin Watson, "Personality Growth Through Athletics," Journal of Health and Physical Education, XIX, September, 1948, 408.

⁵⁷ B. E. Blanchard, "A Comparative Analysis of Secondary School Boys' and Girls' Character and Personality Traits in Physical Education Classes," Research Quarterly, XVII, March, 1946, 33-39.

Powell, in an investigation of entering college freshmen women in Texas, found: (1) the relationship between physical performance and adjustment is insignificant; (2) adjustment and health practice have the highest correlation; (3) within the limitations of the problem, no marked relationships exist between physical performance ability, health practice and adjustment.⁵⁸

Sperling in an investigation of the relationship between personality adjustment and achievement in physical education activities among male college students searched the literature in the field and found a general opinion existed among many physical educators and mental hygienists that participation in athletics makes for more wholesome personalities. There was little evidence of an objective nature to substantiate this opinion or the opposing view. To find objective evidence he made a study of 171 varsity athletes, 138 intramural athletes and 128 non-athletes at the College of the City of New York and listed the following findings: (1) there were statistically reliable differences in the personality patterns of varsity and intramural athletes as distinguished from the non-athletic group; (2) there were no significant personality-trait differences between the varsity and the intramural group; (3) comparisons between two groups of varsity athletes

⁵⁸ Margaret Powell, "An Analysis of Relationships Existent Between Health Practices, Adjustment, and Physical Performances of Freshmen Women," Research Quarterly, XVIII, October, 1947, 176-186.

differentiated on the basis of number of seasons of athletic experience showed the group having greater experience to have significantly more favorable adjustment scores, to be more ascendant and more extroverted.⁵⁹ Although Sperling's study seems definitely to indicate that, on the college level, athletes tend to have more desirable personality traits than non-athletes, Powell's study showed that in the case of freshmen college women the relationship between physical performance and adjustment is insignificant. There is some difficulty in measuring personality objectively and this contributes to the problem of determining whether participation in athletics develops favorable personality traits. Sperling's study was rather complete and the results were statistically significant which would indicate definitely that athletes benefit in personality development from their activities in competitive sports. Sperling himself feels that his study tends to confirm the contentions of the writers who have maintained that there is a relationship between participation in athletics and the development of favorable personality traits.⁶⁰

Just how participation in sports reacts on the individual to produce favorable personality traits, if it does produce them, is still a question. Hughes believes there is valuable mental hygiene in participation because of the satisfaction obtained from a skilful performance and that this

⁵⁹ Abraham Sperling, "Relationship Between Personality Adjustment and Achievement in Physical Education Activities," Research Quarterly, XIII, October, 1942, 361-363.

⁶⁰ Ibid., 363.

contributes to personality development.⁶¹

In summing up the material in this section the following points may be stressed; (1) studies in the field indicate there may be some connection between participation in physical education activities and the development of desirable personality traits; (2) Sperling's study indicates that there is a definite relationship between participation in athletics and personality development; (3) most physical educators seem of the opinion that participation in physical education activities and competitive sports develops wholesome personalities.

Summary of Chapter

The opinions of authorities and the surveys and studies in the field of competitive sports and physical education reviewed in this chapter indicate the following:

1. There are differences of opinion among educators as to the value of inter-scholastic athletics. It appears that competitive sports have the approval of the writers in this field as well as some of the most widely-known and influential educational organizations. Some educators are critical of the athletic program in many schools because they feel it is over-emphasized to satisfy community pressure and a desire for gate receipts. They seem inclined to be favorable toward school sports if they are properly

⁶¹ Hughes, "Place of Athletics in the School Physical Education Program," Journal of Health and Physical Education, XXI, 24.

organized and controlled. On the other hand, supporters of interscholastic athletics are inclined to be critical if the program is not properly organized and they usually qualify their favorable comments in order to stress this fact. Clearly, a great deal depends upon the individual program to be evaluated. It may be concluded that the literature reviewed here indicates that an interscholastic athletic program may be either desirable or undesirable, although it can be used, if properly organized and conducted, to teach many valuable skills, desirable attitudes and worthwhile habits.

2. In forty-seven states, athletes to be scholastically eligible for interscholastic competition must receive fifteen semester hours of credit the previous semester. In almost all states, they also must be passing in fifteen hours during the current semester. There is some opinion there should be no scholastic eligibility requirements. However, there seems to be a consensus of opinion in favor of the fifteen hour rule rather than requiring more, less, or no credit.

3. Large cities usually have either a director of physical education or a board composed of the director, administrators and coaches, to supervise the athletic program of the school system. However, in the final analysis either the superintendent or the principal is responsible for the athletic program of the school.

4. Physical educators and other authorities are generally agreed that interscholastic athletics, when properly managed, builds good school and individual morale and develops school loyalty.

5. Studies indicate that athletes and non-athletes do about the same scholastically and have about the same mental ability. In the opinion

of at least one authority the common belief that all athletes are "dumb" has no more foundation than the belief that all in the genius class mentally are weaklings.

6. There is general agreement among all concerned with the organization and administration of athletics that school tax funds should be used to finance all athletic activities, interscholastic and intramural. Writers and investigators agree that dependence upon gate receipts should be eliminated and the entire program should be financed the same as any other school activity or subject.

7. Studies show that many cities are paying the physical education teachers extra compensation if they coach. Usually, this amount varies with the sport. Sometimes this extra compensation is in the form of a bonus. More and more cities, however, are requiring coaches to take reduced teaching programs instead of monetary bonuses although the coaches generally would prefer the money. All authorities seem agreed that coaches should be teachers who are professionally-trained and who are regular members of the faculty. Administrators are urged to support their coaches regardless of the varying success of their teams. Success of the team alone would not determine whether or not a coach is satisfactory.

8. Most school publicity in the newspapers is about sports. The athletic program is the only contact some adults have with the school. They and the public, in general, evidently learn most about the school through sports publicity. If it is good publicity educationally, it can build up a good public attitude and aid the school. Poor publicity can build a poor public attitude toward the school and harm both the interscholastic athletic

program and the educational program.

9. Most physical educators believe there is a positive relationship between participation in physical education activities and athletics and the development of wholesome personality. Studies have tended to indicate this may be true to some extent although findings have not always pointed that way.

CHAPTER III

THE LANE INTERSCHOLASTIC ATHLETIC PROGRAM

The Lane Technical High School is located at Western Avenue and Addison Street on Chicago's North Side. The largest secondary school in Illinois, and one of the largest in the world, it had an enrollment of approximately 5,200 students in 1952. Membership is restricted to Chicago boys who live on the North Side with the exception of some non-residents who are admitted upon the payment of tuition. Boys from the South Side or West Side of Chicago are not admitted. Most of the boys who come to Lane pursue the technical course for which the school is especially equipped and staffed. However, many take the courses in music, commercial art, and architectural drawing. Lane is a technical, not a vocational, school and the same academic subjects, such as English and history, are required for graduation as are required in other Chicago high schools. Special stress is placed on mathematics and science, especially physics and chemistry.¹

Lane is recognized by the Office of the Superintendent of Public Instruction of Illinois and is accredited to and a member of the North Central Association of Colleges and Secondary Schools.²

1 Lane Technical High School, Lane Technical High School, Chicago, 1951, 1-4.

2 Ibid., 1.

There are 224 persons on the Lane faculty including the Reserve Officers' Training Corps instructors. Of this number, sixty-five are women. The large proportion of men on the faculty is due to two factors, that it is a technical school, and that the students are all boys.

The school plant, which is considered one of the finest in Illinois, is located on a large tract of land with spacious lawns and fine landscaping. Valuation of the building and equipment is presently placed at from \$6,500,000.00 to \$7,000,000.00.

A. Physical Education and Athletic Facilities

The building contains one large and two small gymnasium has approximately 950 permanent seats for spectators and the interscholastic basketball games are played here. There is also a large swimming pool as well as team rooms and locker room facilities.

Outdoor facilities include the Lane Stadium which is located about 150 feet from the school building. This is a fine concrete structure seating approximately 6,500 people and containing team rooms, locker rooms, and shower facilities. Although it bears the name of Lane, this field and its facilities are controlled and supervised by a special department of the Chicago Board of Education. The Lane administrative staff has no jurisdiction over the Lane Stadium and when Lane teams use it or any other athletic field belonging to the Chicago schools, 20 per cent of the gross gate receipts must be paid to the Chicago Board of Education, as rental. Many other high schools, public and private, use the Lane Stadium and pay the same fee. During the summer months the field is used by a girls' profes-

sional baseball team. Available for the use of Lane boys is a cinder track in the stadium and a baseball field beyond it. There are also facilities for practice and competition in the various field events.

B. Physical Education Requirements

All students are required to attend physical education classes one period a day, five days a week, unless enrolled in the Reserve Officers' Training Corps. These classes include one period of health each week and the other classes may be in the gymnasium or in the swimming pool. All boys are required to enroll in swimming until they learn how to swim. Special attention is given to this phase of physical education so no boy may miss this opportunity.

Boys may be excused, for medical reasons, from attending regular physical education classes upon presenting a written excuse from a physician. These boys must enroll in special classes where they are guided and supervised in relation to their disabilities and the instruction of their physicians.

Athletes are excused from physical education classes during the competitive season. They must attend the regular physical education classes at other times and they must attend health classes throughout the year. If they do not conform to these regulations they do not receive credit for physical education which is a required subject.

C. Interscholastic Sports

The interscholastic sports in which Lane teams compete are baseball,

basketball, cross-country running, fencing, football, golf, gymnastics, marksmanship, skating, soccer, swimming, tennis, track and field, and wrestling.

There are two teams, a junior team and a senior team, in swimming, track and skating. The junior teams are composed of smaller boys and play only against smaller teams. There was also junior basketball competition during the years up to 1952 but the Chicago high schools voted to eliminate junior basketball teams and substitute freshman-sophomore competition which provides the same program as in football. In the State, outside Chicago, there is no junior team competition.

In swimming and track, each of the two teams, junior and senior, compete for two championships each year. The swimming teams compete for the junior and senior titles in twenty-yard pool and twenty-five yard pool championship meets. The junior and senior track teams compete for the junior and senior indoor and outdoor track championships. Lane teams like other Chicago high school teams, occasionally compete in state meets which are held under the jurisdiction of the Illinois High School Association. The swimming team has achieved considerable success in these meets in past years.

Lane teams generally have been very successful in interscholastic competition. This, in conjunction with continued success in other fields such as band and orchestra contests, architectural drawing competitions, art and oratorical contests and the like, have brought the institution the title of "School of Champions." In the past five years, Lane teams have won championships in baseball, cross-country, fencing, football, golf, marksmanship, skating, soccer, basketball and swimming. In the school year 1951-1952,

the football team reached the final playoff game for the championship, the two basketball teams reached the semi-final games, the marksmanship team won the championship as did the soccer and both swimming teams. The latter two teams have won both the twenty yard and the twenty-five yard pool championships for the past fourteen years. The soccer team in addition to winning the city championship last year also won the unofficial state championship and cup.

Many former Lane athletes have been prominent in athletics after graduation. The list is long and numbers college and professional stars as well as coaches. Three examples are William "Moose" Fisher, Notre Dame football captain and now member of the Chicago Cardinals professional football team, Johnny Weismuller, Olympic swimming champion and the famous Tarsan in motion pictures and Phil Cavaretta, present manager of the Chicago Cubs baseball team. A former Lane swimmer, Ronald Gora, has just left for the 1952 Olympic games as a member of the American team. There are many others who have achieved similar prominence.

As a result of the extensive athletic program, the success of the teams, the large enrollment and the generally fine national reputation of the school itself, the Lane sports program receives a great deal of publicity in local and metropolitan newspapers as well as on radio and television.

However, it must not be assumed that Lane teams always win. The football team has consistently won its way into the championship play-offs only to lose in these important contests. The championship won in 1950 was the first in twenty-five years.

The senior basketball team has not won a championship since 1922 and has not represented Chicago in the state tournament since that time when it

was eliminated in an early round. The track and field teams have never been consistent winners and the cross-country team which won the city championship for eleven consecutive years and the American Athletic Union junior championship for three consecutive years up to 1948 has been unable to win since. The baseball team, a winner for many years, with a national reputation, failed to reach the playoffs in 1962.

The Lane interscholastic athletic program, therefore, has had its full share of critics who cannot understand why a school of over 5,000 boys should not win championships in football and basketball almost every year. The fact that the teams in these sports consistently make very fine records, year after year, does not impress these critics.

D. The Coaching and Physical Education Staff

There are nineteen men who devote full-time to their duties in the physical education department. All are coaches or have been coaches. At present, eleven members of the department are coaches, one member is the athletic director, one is a physician whose services are used for first-aid emergencies, one is in charge of ticket sales, one is in charge of traffic safety outside the school in the morning and afternoon, one is in charge of a comprehensive swimming program for all boys and one is in charge of intramural sports. All of those not now coaching may be called upon, if necessary or desirable, to assume coaching duties.

In addition to the eleven coaches from the physical education department, one of the school's administrative aids, a well-trained physical education teacher, coaches the fencing team. A military instructor of the

Reserve Officers' Training Corps, a United States Army sergeant, coaches the marksmanship team which is composed of ROTC cadets.

All the members of the physical education department are trained physical education teachers and are assigned classes in health, gymnastics, swimming and athletics. This means that, with the exception of the marksmanship team coach, all coaches are regularly assigned members of the teaching staff and possess teaching certificates in physical education issued by the Board of Examiners of the Chicago Board of Education.

As regularly assigned teachers to a Chicago high school, the coaches come under the tenure rules applicable to all Chicago teachers. The varying success or failure of their teams does not mean the possible loss of their teaching positions. Furthermore, "pressure" is not put on a losing coach by the school administration. This should not be construed as meaning that a coach can work as he pleases. Naturally, if the administrative and supervisory staff at large finds that a coach is not working with his team, or is otherwise neglecting his duties, some action is taken. The supervisor of physical education from the office of the director of physical education also recommends procedures and courses of action if a coach is not doing his job. This is the same procedure exactly as is taken with the teacher of any subject who is not working efficiently. The coach is considered to be a teacher of his sport. If he is doing a good, efficient job, he is supported, win or lose. If he is doing a poor job he is treated as is any poor teacher.

The normal teaching load for physical education instructors is thirty classes per week in health, gymnastics, swimming and sports. The

The number was thirty-five periods until 1948 when it was decided to lighten the load for physical education teachers a full period each day.

In Chicago high schools the physical education teachers are paid the same salaries as other teachers and receive no extra monetary compensation for coaching. They do, however, receive a lighter teaching load than normal during the competitive season. This varies with the sport, ranging from fifteen periods per week for the football coach to five periods per week for the coaches of the so-called minor sports.

At Lane, the football coaches and the basketball coaches, who also coach golf and tennis, receive their time compensation for coaching spread over the full school year. This avoids the necessity for changing their programs at the beginning and end of the sport seasons and is better for the students in a number of classes who otherwise would be assigned different teachers during the semester. It is also more satisfactory to the coaches.

The physical education teachers at Lane do not have assignments outside their department. They are not given a division or homeroom to conduct and supervise and they have no study-hall, corridor or other like assignments. They are responsible only for rooms and equipment in their department including the locker rooms and shower rooms. This policy results in a lighter load for the physical education teachers.

The compensation periods for coaching result in the coaches having "late programs." They come to school later than the other teachers which compensates somewhat for the hours they must work with their teams after school. It must be borne in mind that a conscientious coach never receives an

amount of compensated time equal to the hours he spends on his duties. This is frequently mentioned by coaches and is true for many of them. But, it is also true for band instructors, drama teachers, prom sponsors and others, including administrators. This point is always brought up when extra compensation of any kind is discussed. As was mentioned in Chapter II, this is a problem which must be faced by school administrators throughout the country. It is a problem in which public opinion may play a large part. As was also mentioned in Chapter II, most physical educators agree that providing time compensation is educationally more sound than providing monetary compensation.

E. General Administration of the Athletic Program

Lane, like all Chicago public secondary schools, belongs to the Chicago Public High Schools' Athletic Association and the Illinois High School Association. They are usually referred to as the City League and the State Association.

Within the city, Chicago schools conform to the rules of the City League. In competition anywhere outside the city, the schools abide by the rules of the State Association. This is in accordance with a section in the constitution of the Illinois High School Association which reads as follows:

High schools in districts supporting ten or more high schools all under the supervision of a single Board of Education may become members of this Association provided (a) the district has a separate and efficient local interscholastic organization for the supervision of its interscholastic activities; (b) the eligibility rules and conditions of competition for the district have been approved by the Board of Directors of this Association; (c) the local organization shall pay, as a membership fee, an amount equal to a sum of \$5.00 per school for all schools in the district - payment to be made on or before June 1 preceding the year for which payment is due.

NOTE: Schools admitted under this Section, in their interscholastic relationships with each other, shall be governed by the code of their local organization. However, in all interscholastic relationships with any school located outside of the district, they must conform to all rules and regulations of the Illinois High School Association.³

Chicago, as is the case in most large city school systems, has on its general administrative staff a director of physical education. This director has a number of men assistants who supervise the boys' physical education classes and program including school athletics. These supervisors, when visiting a high school, report to the principal and, while they may give advice and make recommendations, the responsibility for the administration and supervision of the physical education program is that of the principal. The supervisor also reports to the director of physical education who is a staff officer in the department of the assistant superintendent of instruction. The director is responsible to this assistant superintendent and through him to the superintendent.

Legally, the superintendent is responsible for all educational affairs including athletics. Practically, the assistant superintendent of instruction, like the director of physical education, is a staff officer and the functions of those in his department are staff functions. The director of physical education, therefore, usually furnishes information and recommendations directly to the assistant superintendent of secondary education and the principals. Thus, while legally the responsibility for athletics within a high school is the superintendent's, actually it is delegated down through

³ Illinois High School Association, Handbook, 4.

the line of authority to the school principals.

General control of public high school athletics in Chicago is vested in the Board of Control of the Chicago Public High Schools' Athletic Association. The Board of Control consists of the director of physical education and his men assistants and one representative from each secondary school who is appointed by the principal of the school.⁴ The Board of Control meets regularly during the months of September, December, March and June. Provision is made in the constitution for calling special meetings when deemed necessary.⁵ The Board of Control has three functions; (1) to act on proposed changes in the constitution and by-laws, these changes to be ratified by the high school principals and the superintendents of schools before becoming effective; (2) to interpret and enforce the constitution and by-laws; (3) to control all funds of the Association.⁶ The last statement about funds does not refer to the funds taken in by the individual member schools, but to the money collected from entry fees and a certain percentage of the gate receipts from the final football and basketball games which is turned over to the Association to finance the purchase of awards and trophies and to provide for other expenses.⁷

The constitution and by-laws of the City League designate the sports to be played, the eligibility rules, the price of tickets, the rules

4 Chicago Public High Schools' Athletic Association, Constitution and By-Laws, Chicago, 1946, 1.

5 Ibid.

6 Ibid.

7 Ibid., 8.

for protest and other matters relative to conducting an interscholastic program for more than forty secondary schools.

It should be noted, however, from the statement of functions of the Board of Control that, although it may act on proposed changes in the constitution and by-laws, the changes must be ratified by the high school principals and the superintendent of schools before becoming effective. This is in line with the fixing of responsibility for the athletic program. It is the principals and the superintendent who are responsible for athletics as for any phase of the high school program. In practice, the member of the Board of Control from a particular school votes in accordance with the wishes of his principal who appointed him and it is seldom that the actions of the Board of Control are not ratified by the principals. It is very rarely that the superintendent enters into athletic matters at all although it has happened when the situation demanded his attention. In practice, also, the director of physical education and his assistants, because of their experience and technical knowledge, exert considerable influence on the thinking of the members of the Board of Control and the principals.

The Illinois High School Association has a membership of approximately eight hundred Illinois high schools.⁸ The State Association controls not only interscholastic athletic competition in the state but also, through its division entitled the Girls' Athletic Association, regulates girls' physical education activities.⁹ In Chicago, the girls' physical education

8 Illinois High School Association, Handbook, 1.

9 Ibid., 29.

activities are regulated through the Girls Division of the Chicago Public Schools Athletic Association and Chicago schools do not belong to the State Girls' Athletic Association.¹⁰

A similar situation exists as regards competition in music and speech activities. The State Association regulates all interscholastic competition in these fields outside Chicago.¹¹ In Chicago, such competition as the band contests, the choral contests and the orchestra contests are conducted by the music department of the Chicago schools system. Chicago high schools are eligible to enter competition in the contests regulated by the State Association. If they should enter, they would have to abide by the regulations of the State Association which has eligibility rules for these contests very similar to those for athletics.¹² Chicago does not have these for music and speech competition.

Prior to the prohibition of competition in national contests by the National Federation of State High School Athletic Associations and the State Associations, Lane entered the national band and orchestra contests several times and won the national championships. In Chicago, the Lane band and orchestra have won "Superior" marks in the contest evaluations which are generally considered as "championship" ratings although an effort has been made the last few years to change the philosophy behind these "contests" and

10 Ibid., 35.

11 Ibid., 37, 39.

12 Ibid.

to minimize the competitive features of the ratings. However, it should be noted that there are fields other than athletics in which there is interscholastic competition and in which the State Association acts as a regulatory body in the state while control is placed in the hands of departments of the schools system in Chicago.

Inasmuch, as with very few exceptions, every recognized public high school in Illinois belongs to the State Association and the rules bar non-members who are eligible for membership from competing with members,¹³ it is practically mandatory that a school belong to the Association and conform to its rules. The necessity for membership is strengthened by the fact that forty-seven state associations belong to the National Federation and a member of one state association may not play a school in another state without sanction from its own association. This is practically never given unless the other school belongs to its state organization.

An exception to the rule of members not playing non-members is made in the case of Chicago high schools which are permitted, under the rule quoted previously in this section, to play non-member schools in the Chicago district. This permits athletic competition between Chicago public high schools and Catholic high schools in the district although the Catholic schools are not permitted to play members of the State Association other than Chicago schools. This ban includes not only public schools outside Chicago which are members of the State Association but also the many Catholic high

13 Ibid., 22.

schools in downstate Illinois who are affiliated with the Illinois High School Association. Since Lane is a member of both the City League and the State Association, its teams may play any recognized high school in Chicago and the members of the State Association outside Chicago.

The Illinois High School Association is largely under the control of a Board of Directors elected by the principals of the eight hundred member schools. One of the six members of the Board must be elected from the district comprising the Chicago schools. This means that one of the directors is always a Chicago high school principal.¹⁴ By agreement with the Office of the Superintendent of Public Instruction, a member of the superintendent's staff attends all meetings of the Board of Directors as a representative of the state superintendent. Usually the assistant superintendent of physical education for the state is assigned this duty.

The directors are responsible for employing an executive secretary and other administrative and clerical help needed to run the business of the State Association. They manage the business and enforce the rules and regulations as outlined in the constitution and by-laws.¹⁵ The principals of member schools must ratify all changes in the constitution and by-laws and since they also elect the directors,¹⁶ the power and responsibility for the State Association lies in the hands of the principals of Illinois high schools.

14 Ibid., 4-5.

15 Ibid.

16., Ibid., 9.

The rules of the City League and the State Association, as well as their functions and purposes, are very similar and Chicago public high schools function very well in each of these organizations.

F. Administration of Athletics at Lane

Within the rules of the City League and the State Association, the principal is the person responsible for the organization of the athletic program in his school. It is true that the general superintendent of schools is the final legal authority and may be held responsible by the board of education for the kind of interscholastic athletic program organized at Lane. Actually, the general superintendent of schools and his assistant superintendent of secondary education hold the principal responsible for athletics as for any part of the educational program of the school.

The rules of the Illinois High School Association definitely make the principal responsible. The rules read as follows:

The principal of each school in all matters pertaining to the athletic relations of his school is responsible to this Association. All dealings with the school shall be through him.

Question. If a school board were to take all athletic matters out of the hands of the principal, what would be the status of the school?

Answer. Such action would automatically suspend the school from the Association. It is the belief of all educators that athletic matters should be directly under the control of the principal. The principal should have the same control over athletics as he has over other departments of the school.¹⁷

17 Ibid., 22.

At Lane, the general administration of the athletic program is delegated by the principal to the chairman of the physical education department who is also the athletic director. His teaching load is cut in half to compensate for this work. The athletic director is responsible to the principal for the general organization of the athletic program. Major changes or decisions such as the shifting of coaches, or making arrangements for the transportation of teams on trips, are made after consultation with the principal. In some instances, decisions on changes and problems, are made only after conferences attended by the athletic director, the assistant principals, the principal and others concerned. The athletic director and the principal, however, share the responsibility, in actual practice, for the management and conduct of the athletic program.

The checking of the eligibility of athletes is done by the athletic director. The coach of the team concerned and the principal also sign the eligibility list but the principal holds the athletic director responsible for the correctness of the list and the data involved.

In the purchase of athletic equipment the director makes out the requisitions and the principal approves them. The coaches may make requests and recommendations but the director and principal buy the equipment. If he does not approve of the requisitions, or if he wishes the teams to have equipment which does not meet with the approval of the director, the principal may over-rule the director. He then assumes the sole responsibility for his actions.

The class program for the members of the physical education department, including the assignment of coaching duties and the allotting of the

time compensations for coaching, is made by the director in his dual capacity as chairman of the department and athletic director. This, too, is subject to the approval of the principal through the administrative aid in charge of programming and the administrative assistant principal. Approval has seldom been withheld.

The athletic director is Lane's representative on the Board of Control of the City League. He consults with the principal before attending the meetings of this board and agreement is reached on how he should vote at the meeting. If a subsequent written vote on a change in by-laws, or some important rule, is required, the principal consults with the athletic director. The principal casts the vote but the decision is a joint one.

Therefore, at Lane, while the principal is held responsible for the athletic program by the superintendent and the assistant superintendent of secondary education, the decisions are largely made jointly by the principal and the athletic director. This has been general policy in the school for some years and is similar to that followed in other departments in the school.

G. Scholastic Eligibility Requirements

The scholastic eligibility requirements for Lane athletes are set by the rules of the City League and the State Association.

A City League rule requires that an athlete "shall have credit on the school records totaling one and one-half (1.5) units of schoolwork for

the work taken during the previous semester."¹⁸ Another rule states "he shall be doing passing work in major subjects totaling one and one-half (1.5) units."¹⁹ A State Association rule requires that an athlete "shall be passing fifteen hours of high school work per week."²⁰ A second rule requires that "he shall, unless he be entering upon secondary school work for the first time have credit on the school records for fifteen hours of high school work the previous semester."²¹

These rules for scholastic eligibility are practically identical. Both require that athletes, to be eligible, must pass fifteen semester hours of work the previous semester and be currently passing in fifteen semester hours. In terms of subjects, this rule requires that an athlete receive credit in three major subjects, such as English, history and mathematics, the previous semester and be currently passing in three major subjects.

II. Out-of-Season Practice

It has been stated in this chapter that, in most instances, the City League and the State Association agree on rules. The one exception mentioned was that members of the City League are permitted, under certain circumstances, to play non-member schools.

18 Chicago Public High Schools Athletic Association, Constitution and By-Laws, 13.

19 Ibid., 14.

20 Illinois High School Association, Handbook, 11.

21 Ibid., 12.

Another rule of the State Association which is not followed by the City League is a rather recent one which prohibits out-of-season practice in football. The State Association rule provides that "no school belonging to this association shall in any year, organize or practice its football team earlier than the first Monday preceding Labor Day or later than the first Saturday in December."²²

The City League rule reads that "spring practice shall be limited to four consecutive school weeks."²³

However, the City League requires only eight days of practice before the first game in the Fall²⁴ while the State Association requires every boy to have fourteen days of practice²⁵ before the first game. Furthermore, teams outside Chicago, may have the opportunity to practice twice each day for several days before the opening of school.

The question of out-of-season practice, especially football practice, is a controversial one with good arguments on either side. The State Association has eliminated such practice. The City League has retained it although it is limited to four consecutive weeks.

In conformity with customary practice and the rule, Lane has spring football practice for four consecutive weeks.

22 Illinois High School Association, Handbook, 25.

23 Chicago Public High Schools Athletic Association, Constitution and By-Laws, 19.

24 Ibid., 19.

25 Illinois High School Association, Handbook, 25.

I. Athletic Finances at Lane

Despite popular teams and a wide reputation Lane's interscholastic athletic program has lost money for several years. There are a number of reasons for this situation:

1. Student attendance at football and basketball games, which are the only sports contests for which tickets are sold, is comparatively small. A crowd of two thousand or more Lane boys at a football game is a large one and is found only at the game with its traditional rival or at a championship game. The ticket sales at school for games with the weaker teams in the league may fall to below five hundred.

Many of the boys, especially juniors and seniors, work after school. Work experience for technical school boys is an asset when entering industry or applying for entrance to most engineering and technical institutes and colleges. Many Lane boys, however, have to work of necessity. To many more boys, who are not working, especially lower classmen, the fifty cent charge for a ticket presents a real problem because over 90 per cent of the students must ride to school on buses and streetcars and the expense amounts up.

2. The school administration and the athletic department have avoided "pep meetings" which are generally used in other schools to encourage ticket sales. This has occasioned comment that school spirit is not being developed but there are so many important contests played and so many championships won that all could not be equally honored without disrupting the schedule of the school too often. In the case of football, the school

probably could have more "pep meetings" to sell tickets but last season there was so much going on in all fields that the coaches and administration decided against them. Perhaps they will have to be held in the future.

3. Many boys belong to organizations and clubs and compete themselves. While interested in the school teams, they are most interested in their own participation.

4. The football team plays all of its regular league games on Friday afternoons. This scheduling eliminates much adult attendance. It does leave the football field available for other schools on Saturdays.

5. The Lane teams do not play night games because of the distances the students would have to travel to lighted fields and the difficulties and problems always presented by night games in large cities. With crowded transportation and late arrival home after the games, the problems presented are complex. Undoubtedly, more money would be taken in in gate receipts at night games.

6. The number of sports sponsored at Lane requires a great deal of money. Football and basketball games are the only contests for which a charge is made. The other sports take in no money but are expensive to operate.

7. The increase in the cost of athletic equipment has been very great. The price of admission has been increased but the gain in gross receipts does not equal the increase in costs.

8. Lane buys the best and safest equipment. Equipment which is at all unsafe is discarded. New safer equipment is purchased whenever desirable.

If necessary for the protection of an individual player special equipment is procured.

9. The school's policy of keeping equipment and uniforms clean is expensive. For example, the football jerseys and pants are washed after every game. When a boy dresses he puts on a clean uniform. This procedure costs a great deal but it is felt that it is a sanitary requirement.

10. Some comment has been made to the effect that an all-boys school and especially a technical school does not have the same attendance at games as co-educational institutions.

The deficit from athletics has been made up from receipts in other activities. How long this procedure can be continued is problematical. One point must be emphasized about the cost of athletics in the last three years. Every team has been re-outfitted and old, wornout equipment has been discarded. Probably so much new equipment will not have to be purchased for some time.

J. Summary of Chapter III

The material in this chapter may be summarized as follows:

1. Lane offers a program of interscholastic athletics which includes baseball, basketball, cross-country running, fencing, football, golf, gymnastics, marksmanship, skating, soccer, swimming, tennis, track and field, and wrestling.

2. Lane teams have enjoyed considerable success and many athletic stars have been developed. Because of this success and other factors Lane

teams receive a great deal of publicity. There are critics, however, who believe the teams should win more championships.

3. Lane, like other Chicago high schools, belongs to the Chicago Public Schools Athletic Association, commonly known as the City League, and the Illinois High School Association, usually known as the State Association. The City League governs athletic competition for the public schools when they play in Chicago. The State Association is in control outside Chicago. The governing body for the City League includes the director of physical education, his men assistants, and a representative from each high school. Major policy changes must be ratified by the principals and the superintendent. The governing board of the State Association is elected by members of the Association. One Chicago principal is always included on the board. Major changes in policy must be ratified by principals of member schools.

4. Athletes at Lane must meet the scholastic eligibility rules of the City League and the State Association. These require that an athlete, to be eligible, must receive credit in fifteen semester hours the previous semester and be passing in fifteen hours during the current semester.

5. In actual practice, the principal is responsible for athletics in the school. The State Association designates him as the responsible person. The Lane athletic director as chairman of the physical education department is responsible for the routine handling of athletics. He confers with the principal on major problems making the task of conducting the athletic program a joint one. The athletic director represents the school at meetings of the governing body of the City League.

6. The gate receipts from the interscholastic athletic program at Lane have been insufficient to meet expenses for several years.

7. The State Association has prohibited out-of-season practice including spring football practice. The City League permits four consecutive weeks of spring football practice.

8. Coaches at Lane are certified, professionally-trained physical education teachers. They are protected by tenure and are not "on the spot" if their teams do not win. They receive the same salaries as other teachers but receive lighter teaching loads when coaching. The amount of compensated time received for coaching varies with the sport.

CHAPTER IV

EVALUATION OF THE LANE INTERSCHOLASTIC ATHLETIC PROGRAM BY VARIOUS GROUPS

A. Selection of the Research Instrument

In order to have parents, teachers, business and professional men and students evaluate an extensive interscholastic athletic program of a large city high school, some means to ascertain their opinions, judgments or evaluations must be devised. The instrument to secure the necessary information should yield data that satisfy several criteria; (1) they must come from those intimately concerned and interested; (2) they must be given in such a manner that the respondents are free from any thought of retaliation or favoritism; (3) they must represent the real and sincere judgments of the respondents; (4) they must give the required information.

The instrument, therefore, should: (1) cover wide enough samplings of the various groups to give representative responses; (2) contain a sufficiently wide number of choices or responses to allow for the range of reactions to each problem, question or situation; (3) be capable of fairly uncomplicated administration; (4) be capable of interpretation; (5) be capable of evaluation.

If a sufficient number of persons in the different groups could be interviewed with some assurance that the criteria above could be met, the

interview technique might be considered as a device for obtaining the required data. However, there are several difficulties which mitigate against the use of the interview technique in this study; (1) the problem of obtaining sincere, honest answers from teachers, parents, students and even business and professional men in interviews where they might feel unfavorable answers would be considered as unfriendly to the school or its administration and cause resentment or bring retaliation; (2) the large number of persons whose reactions must be secured; (3) the unwillingness of many people to be interviewed; (4) the large segment of metropolitan Chicago in which the people concerned live or conduct their businesses and professions.

For the purpose of this study, therefore, a questionnaire was selected as the medium to obtain the desired data. Not only does this instrument seem to meet all the criteria given at the beginning of this chapter but also many persons in the groups have had experience with questionnaires connected with school matters. Teachers are frequently asked to reply to questionnaires concerning matters and policies relative both to the school itself and to the Chicago schools system as a whole. Parents of Lane students in 1950 were asked to answer a questionnaire in connection with a report required for the North Central Association of Colleges and Secondary Schools.¹ Furthermore, various types of information relative to the cumulative records are obtained by questionnaire form from parents as their children progress

1. Report on Criterion One to State Chairman, North Central Association of Colleges and Secondary Schools, Urbana, June, 1950.

through the Chicago schools. As for the students, the various inventories which they must answer for the use of the guidance department has made them familiar with the technique of filling in questionnaires. While business and professional men have cooperated with other groups and the school in evaluating various parts of the educational program, a general questionnaire has never been given to this group. However, as three business men pointed out, when interviewed about the use of a questionnaire in this study, business and professional men are required to answer questionnaires for government agencies, professional societies and trade associations and so are accustomed to filling in these forms.

To summarize briefly, the questionnaire was used in this study because: (1) it seemed to meet the criteria enumerated in the first part of the chapter; (2) the persons concerned, for the most part, are familiar with filling in questionnaires.

B. The Questionnaire²

Originally, about ten years ago, when this study was first conceived, over one hundred specific problems connected with interscholastic athletics were tentatively listed for consideration. These were selected from the literature of the field, from information obtained at athletic rules meetings, and from personal observation.

Since that time, the writer has been privileged to serve on a number of city and state athletic committees and boards and to meet with many school

² A copy of the questionnaire can be found in Appendix I.

administrators and other educators concerned with the values and evils of interscholastic athletics and the organization, administration and regulation of the competitive sports programs of schools and colleges.

From personal observation at meetings and conferences on athletics, from experience with investigations of violations of rules and codes, from information received from coaches, athletic directors, principals, board of education members and community representatives, from advice and information given by fellow members on athletic boards and committees, and from further study of the literature of the field, the nine aspects of interscholastic athletics included in the questionnaire were selected to be evaluated by the various groups concerned in this study.

Eight of these nine aspects of interscholastic athletics, those covered in Sections 3, 4, 5, 6, 7, 8, 10, 11 of the questionnaire, have been widely discussed by authorities in the field and, in some instances, by other educators. These are covered in Chapter II, Literature of the Field, and are listed in the summary at the end of the chapter.

The ninth aspect, the one covered in Section 9 of the questionnaire, is discussed in Chapter III, the Lane Interscholastic Athletic Program, and is listed in the summary at the end of the chapter.

Several of the aspects are discussed in both Chapter I and Chapter II.

After the aspects of the athletic program to be evaluated were determined, the questionnaire form was constructed. The first form consisted of a number of statements which required answers of true or false. It was

administered to a small group and was found unsatisfactory.

The second questionnaire devised was in somewhat the same form as the one finally used. It was given to twenty students and was revised to eliminate statements which were too indefinite and words that were too difficult.

A third revision of the questionnaire, embodying improvements and changes, was given to sixty boys in the freshman year. They seemed to understand the questionnaire very well as determined by examining their answers and questioning them afterward. The teacher who gave the questionnaire was well pleased with the instrument.

This form of the questionnaire, with a few minor changes, was then submitted to five instructors and professors in the School of Education at Loyola University. They made some suggestions which were incorporated into the final form.

The questionnaire was then submitted for suggestions and criticisms to the students in a graduate seminar in Education at Loyola University. One suggested addition was made and the form was sent to the print shop. The final form was examined and approved by the assistant superintendent of secondary education, a district superintendent of high schools and a high school athletic director.

The questionnaires were printed on white and on five different colored paper stocks. Four of the colors were used as keys to the four years of students. Freshmen received green forms, sophomores blue forms, juniors pink forms, and seniors yellow forms. The teachers and parents received

white forms. The business and professional men received either white or orange forms depending on the section of the school district in which they conducted their businesses or professions. In this way, a check could be made to ascertain that the replies were not concentrated from one business district on the North Side.

The questionnaire in final form was composed of eleven sections, each of which was designed to yield data of a different nature or about a different aspect of the interscholastic athletic program.

The first section was designed to ascertain whether the individual answering the questionnaire was a student, a teacher, the mother of a Lane student, the father of a Lane student or a business or professional man. This section also yielded information as to the sex of the teacher responding and whether the mothers and fathers answering had sons on Lane teams. Further information was revealed by the color of the questionnaire as was mentioned above.

The second section gave information as to whether the respondent had ever taken part in organized team athletics. If the answer was in the affirmative, opportunity was given to name or describe the group with which the person had played. This was included as a check on the affirmative answer so as to make as certain as possible that the person had actually taken part in organized team athletics. The experience of many coaches and officials in athletics reveals that some people, unconsciously and without any thought of dishonesty, exaggerate their former athletic prowess and participation. The ten yard dash for a touchdown becomes a ninety-five yard

run; the neighborhood team becomes a championship school squad; the water boy becomes a player. With some boys of high school age there is also a tendency to exaggerate one's physical ability. This question was included to help any individual who checked "yes" unthinkingly or incorrectly.

As indicated in previous discussion, Section 3 through Section 11 of the questionnaire dealt with the nine aspects of interscholastic athletics which furnish important problems or questions to those responsible for the sports program at Lane. Each of these sections consisted of a brief statement about a program, procedure or situation and below it were choices which gave the respondent opportunity to evaluate the aspect of the sports program described in the statement. Depending on the program, procedure or situation which was described in the statement and which was to be evaluated, the respondent was given three or five choices of belief or reaction. Two of the sections gave three choices; nine gave five choices. The person answering the questionnaire was asked to check only one choice, the item in each question or section, which most nearly approximated his belief. Opportunity was given to offer comments in order to provide a check on whether the respondent had any doubts as to the correctness of his response.

Section 3 dealt with the value of the interscholastic athletic program. The choice of answers allowed the person replying to indicate one of the following beliefs about the worth of the program; (1) it is very necessary; (2) it is desirable; (3) it makes little difference; (4) it is undesirable; (5) it should be discontinued.

Section 4 was concerned with the scholastic eligibility requirement. A respondent could express his belief that athletes should be required to pass: (1) four subjects the previous semester and four subjects during the current semester; (2) four subjects the previous semester; (3) three subjects the previous semester and three subjects during the current semester; (4) three subjects the previous semester; (5) no subjects.

Section 5 had to do with the responsibility for the administration of the athletic program. The individual could indicate that in his opinion the responsibility should be that of: (1) the athletic director and principal; (2) the coaches; (3) the principal and a committee of teachers; (4) the principal; (5) the director of athletics and physical education of the board of education.

Section 6 gave the person responding an opportunity to express his belief about the athletic program and student and pupil morale. He could indicate that the athletic program: (1) does a great deal to build good morale; (2) helps to build good morale; (3) makes little difference to morale; (4) lowers morale; (5) causes very poor morale.

Section 7 was concerned with whether or not teachers favored athletes. One of the following three choices could be made: (1) athletes are favored; (2) athletes are treated the same as other students; (3) athletes are not treated as favorably as other students.

Section 8 dealt with the problem of obtaining money for the purchase of athletic equipment. The person answering could express the belief that the money needed for the purchase of equipment should come: (1) from ticket

(2) from tax money; (3) from ticket sales and tax money.

Section 9 brought up the problem of out-of-season practice. The answers to this problem permitted the person to check the statement that out-of-season practice: (1) is very necessary; (2) is desirable if limited to four weeks; (3) makes little difference; (4) should be further limited; (5) should be discontinued.

Section 10 called for an opinion about coaches' salaries. The respondent checked his belief that coaches should: (1) receive extra pay; (2) receive extra pay which varies with the sport; (3) receive the same salaries as other teachers but be relieved of part of the teaching load; (4) be employed for coaching only and not be teachers; (5) be given bonuses according to the success of their teams.

Section 11 was concerned about the publicity given to the athletic teams. The person who responded checked his opinion that this publicity: (1) forms favorable public opinion; (2) makes little difference; (3) makes for unfavorable public opinion.

C. Administration of the Questionnaire

The questionnaires were given to the students, teachers and parents during the month of April 1952 and to the business and professional men in May 1952. In order to obtain the best possible results, the forms were presented to the groups at different times and in different ways.

Classroom teachers administered the questionnaires to the freshmen, sophomores and juniors who participated in this study. At Lane, all freshmen

must take General Science; all sophomores must take either World History or Biology; all juniors must take Physics. Teachers of these subjects, selected on the basis of their ability to do this type of work, gave the questionnaires to members of their classes. These teachers included two in General Science, two in Biology, one in World History and three in Physics. Prior to giving the questionnaires the teachers were informed as to the reason for administering them and were briefed on the time and method of presentation. The students' own classroom teachers were chosen to present the forms to these lower classmen so they would not be disturbed in any way and would be more likely to give honest and sincere answers.

Only members of the 9A, June 1955, class were given the freshman questionnaires. The 9B class was not included because the boys in this group and entered the school in February, less than three months before. Since they had not had an opportunity as Lane students to attend any football games and but little opportunity to observe other sports, and since as freshmen they were ineligible to compete in athletics, they were omitted from this study.

The teachers presented the questionnaires to all members of their classes on the same day. The boys were asked not to sign the questionnaires and were assured that there was no way to check on any individual. As reported earlier, different color forms were used for the different class years.

The questionnaires were given to the graduating class under the guidance of the adjustment teacher as part of a testing and information gathering program which was being carried on. The boys were told they could

identify themselves or not as they wished since some saw no reason for not signing the questionnaires. They were assured that no retaliation or favoritism, in any form would be forthcoming.

Table I shows the student response to the questionnaires. Over 95 per cent of the students receiving questionnaires returned usable replies. The percentage of response ranged from 91.4 per cent for the juniors to 98.8 per cent for the seniors. This very high percentage of usable replies was undoubtedly due to the procedure used in giving the questionnaires.

TABLE I
STUDENT RESPONSE TO QUESTIONNAIRES

Class	Forms given out	Usable replies	per cent replying
Freshmen	298	283	95.0
Sophomores	315	295	93.7
Juniors	368	336	91.4
Seniors	587	580	98.8
Total	1,568	1,494	95.3

The questionnaires were presented to the teachers in accordance with routine procedure for having teachers fill in and return to the school office. Various forms are given to the teachers throughout the year when information

is needed for reports to the accrediting bodies, the superintendent of schools, or government and educational agencies. They are accustomed to following a standard procedure for obtaining, completing and turning back such forms and reports. This procedure involves the use of a check list by a clerk to make certain every teacher has turned in the required report by the stipulated time. In the case of the questionnaires the procedure was changed somewhat to make certain that the teachers would feel free to answer the questions honestly and sincerely. The forms were given to the teachers along with envelopes. The teachers filled in the questionnaires and placed them in the envelopes which they sealed. They then signed the envelopes. The envelopes were checked to make sure every teacher had responded which is in line with established procedure. The envelopes were then opened and discarded by a clerk and the forms were placed in a pile. They were then shuffled. In this way, the teachers were protected from any fear of retaliation although it is doubtful that they would be at all fearful in any case since they have participated, in a similar fashion, in studies of school philosophy, teachers' councils and other matters of a delicate and somewhat controversial nature. However, when they were given the forms, they were informed of the plans to assure them of freedom from fear or favor.

The forms given to the teachers were white with the exception of those given to the coaches which were green. In addition, the coaches were asked to write "coach" at the top of the questionnaires.

The procedure for presenting the questionnaires to the parents was somewhat the same as that used with the students. Certain selected teachers

gave the forms to the members of their classes to take home for their parents to answer. They were told answers from mothers or fathers would be equally acceptable. They were asked to tell their parents not to sign the forms. The teachers were requested not to check on individuals to see who had returned the forms and who had not. They were asked to urge the students as a group to return the questionnaires. This was done to eliminate any feeling of "pressure." When the forms were returned by the boys, the teachers sent them to the school office. Different teachers were assigned to secure the parents' questionnaires than those who presented the forms to the students. With the exception of the seniors, no students who answered the questionnaires themselves were given forms to take home to their parents.

The business and professional men included in this study received the questionnaires at regular meetings of their service clubs. Members of two Kiwanis clubs, two Lions clubs and one local Chamber of Commerce participated. Questionnaires were given to the members of one Kiwanis club at a luncheon meeting at Lane. Several members of other organizations, after conferences concerning the study and the method of administering the questionnaires, presented the forms at meetings of their groups. Stamped envelopes with the name and address of the school printed on them were furnished with the forms. The respondents were told no check would or could be made on individuals and honest, objective answers were desired. The organizations which cooperated met in different sections of the North Side which insured representation from the various sections of the Lane district.

Table II shows the number and percentage of returns from the

TABLE II
RESPONSE TO QUESTIONNAIRES BY GROUPS

Group	Number sent out	Number of usable returns	Per cent of usable returns
Parents	734	542	73.9
Teachers	224	222	99.1
Business and professional men	277	180	64.9
Students	1,568	1,494	95.3
All groups	2,803	2,438	86.9

various groups. There were 734 forms sent home to parents and usable returns numbered 542 or 73.9 per cent. Questionnaires were given to 224 teachers of whom 222 replied for a percentage of 99.1. This very high percentage of response was undoubtedly due to the procedure used in presenting the questionnaires. Business and professional men received 277 forms and returned 180 or 64.9 per cent. The data on student response are included for purposes of comparison and show a percentage of response of 95.3.

The percentage of response is satisfactory for all groups. As was mentioned before, those groups concerned directly with the school, where

circumstances and conditions were more controlled, had an exceptionally high proportion of replies. However, the cooperation of all concerned was very good. Interest in the school and the field of investigation probably were factors in securing this cooperation.

D. Analysis of Questionnaire Results

1. Section 1 - Classification of Respondents

Table III shows that students included in this study returned 1,494 usable replies to the questionnaires. This was about 27 per cent of the school's total enrollment of 5,169. Of the 1,494 replies freshmen returned 283 or about 19 per cent; sophomores returned 295 or about 20 per cent; juniors returned 336 or approximately 23 per cent; and seniors returned 580 or about 39 per cent. It was realized that the number and percentage of seniors included was greater than for any of the other classes. This fact had to be considered when dealing with evaluations by the whole student group. The large number of senior questionnaires were available because, as described before, they were obtained in connection with a testing program. Since the results were available they were used, subject to care when considering the evaluations by the entire student group, because: (1) the numbers and percentages for each of the other three classes were all fairly large; (2) comparisons of evaluations given by the various groups in this study were made on the basis of percentages and, within limits, the size of the group numerically would not affect these percentage comparisons.

TABLE III
CLASSIFICATION OF STUDENT RESPONSES

Class	Number of responses	Per cent of total responses
Freshmen	283	19.0
Sophomores	296	19.6
Juniors	336	22.6
Seniors	580	38.8
All classes	1,494	100.0

Table IV shows that of the 222 replies received from the 224 teachers 137 or 61.7 per cent were from men teachers other than coaches, 64 or 28.8 per cent were from women teachers and 21 or 9.5 per cent were from coaches.

Table V shows that of 542 usable responses from parents 50.6 per cent were from mothers and 49.4 per cent from fathers. Thus the percentage of mothers and fathers answering the questionnaires were almost equal. The percentage from mothers with sons on Lane teams was 11.3 per cent while for fathers it was 9.6 per cent.

The only information furnished about the business and professional men from Section 1 is that 180 members of this group returned the question-

TABLE IV
CLASSIFICATION OF TEACHER RESPONSES

Category	Number of responses	Per cent of total responses
Men teachers	137	61.7
Women teachers	64	28.8
Coaches	21	9.6
All teachers	222	100.0

TABLE V
CLASSIFICATION OF PARENT RESPONSES

Category	Number of responses	Per cent of total responses
Mothers	274	50.6
Mothers whose sons are on Lane teams	61	11.3
Fathers	268	49.4
Fathers whose sons are on Lane teams	52	9.6
All parents	542	100.0

aires.

2. Section 2 - Participation in Organized Team Athletics

Section 2 provided information as to whether the respondents had ever participated in organized team athletics. Since the next chapter will be devoted to a discussion of the evaluation of the Lane athletic program by those who have participated in organized team athletics compared to those who have not participated in organized team sports, it will not be discussed here.

3. Section 3 - Value of the Lane Interscholastic Athletic Program

How the various groups concerned in this study evaluated the Lane interscholastic athletic program as a whole is shown in Table VI.¹ In addition to the four major groups of parents, teachers, business and professional men and students, other groupings, subdivisions of the main groups, are included for the purpose of making comparisons. As can be seen from the table only a negligible percentage of the respondents in any group failed to answer this section.

Two hundred and ninety-five or 54.4 per cent of the 542 parents believed that the athletic program was very necessary to the welfare of the school. This means that more than half of the parents believed interscholastic athletics were a necessary part of Lane's educational program. Two hundred and twenty-seven or about 42 per cent of the parents thought the

1 See Table VI, 96.

athletic program was desirable. Thus, over 98 per cent of the parents were in favor of interscholastic athletics at Lane. Only seventeen or 3 per cent of the parents believed it made little difference whether or not the athletic program was carried on. No parent thought the program was undesirable or should be discontinued.

Mothers were about as well-disposed towards interschool sports as fathers. One hundred and fifty-one mothers or 55 per cent rated the athletic program as very necessary while 111 or 40.5 per cent gave it a desirable rating. This means that over 95 per cent of the mothers were in favor of interscholastic athletics. Fathers to the number of 144 or 53.8 per cent evaluated the interscholastic athletic program as very necessary and 116 or 43.8 per cent checked it as desirable. Therefore, over 97 per cent of the fathers were in favor of the program. Twelve or 4.4 per cent of the mothers and five or about 2 per cent of the fathers believed athletics made little difference to the school. But no mother or father disapproved of athletics and both groups overwhelmingly approved Lane's sports program.

The teachers also highly approved of the athletic program but were more restrained in rating it as very necessary. Of the 222 teachers, eighty-five or 38.3 per cent evaluated the sports program as very necessary while 119 or 53.6 per cent rated it as desirable. This means that 16 per cent fewer of the teachers voted the program as very necessary as compared to the parents. However, 92 per cent of the faculty respondents approved of athletics as compared with 96 per cent of the parents. Eleven or 4.9 per cent of the teachers thought the program made little difference one way or another, three or 1.4 per cent believed it was undesirable and two or less than 1 per cent

thought it should be discontinued. While more than 90 per cent of both men teachers and women teachers looked with favor on athletics 7 per cent fewer of the women than the men thought it was very necessary. As probably could be expected all the coaches were much in favor of the sports program, 52.4 per cent evaluating it as very necessary and 47.6 per cent rating it as desirable. Every coach, therefore, voted in favor of athletics. In addition, 14 per cent more coaches than men teachers and 20 per cent more coaches than women teachers voted the athletic program as very necessary. However, the percentage of coaches making this evaluation was slightly less than the percentage of parents.

The two teachers who thought the program should be discontinued were both men and both commented on their ratings. One, a former high school and college athlete, believed the program did not include enough of the student body. It was his belief that all should participate in some similar competitive sports program and therefore he could not approve the present organization. The other teacher, a non-athlete, believed some boys, because of athletic prestige and a resultant false sense of values, might be injured by participation in interscholastic athletics.

The business and professional men also evaluated lane athletics very highly. Of the 180 business and professional men, eighty-four or 46.7 per cent rated the sports program as very necessary and the same number and same percentage rated it as desirable. Thus, over 93 per cent of these respondents were in favor of interscholastic athletics at Lane. Only four or about 2 per cent of this group thought the program made no difference to the school and two or about 1 per cent thought it should be discontinued. As far as approv-

ing the athletic program was concerned, the business and professional men were in substantial agreement with the parents and teachers included in this study.

The students in all four years gave the athletic program their overwhelming approval. Of 283 freshmen, 196 or 69.3 per cent rated athletics as very necessary and eighty-three or 29.3 per cent believed it was desirable. Two hundred and twenty-five of 295 sophomores or about 76 per cent checked athletics as very necessary and fifty-six or 19 per cent checked it as desirable. The juniors gave two hundred and forty-nine of 336 ratings as very necessary and eighty-three or about 25 per cent as desirable. Of 580 seniors, 432 or 74.5 per cent evaluated the sports program as very necessary and 136 or 23.4 per cent thought it was desirable. Over 98 per cent of the freshmen, 95 per cent of the sophomores, 98 per cent of the juniors and about 98 per cent of the seniors approved of Lane interscholastic athletics. Of the 1,494 students included in the study 1,102 or 73.8 per cent thought the interscholastic athletic program was very necessary to the welfare of the school and 358 or 23.3 per cent thought it was desirable. Thus, more than 97 per cent of the students were in favor of the program. There were only twenty-four students, less than 2 per cent, who thought the sports program made no difference to the school and less than three-tenths of one per cent in any one of the classes or in the group as a whole who rated the program as being undesirable or thought it should be discontinued.

While the percentages showed that all groups evaluated the Lane interscholastic athletic program very highly, their favorable attitudes can also be seen in the very few who disapproved. Only fifty-six of the 2,438 persons who returned usable replies thought it made no difference whether or

not Lane conducted an athletic program. Only eleven respondents, a negligible percentage of the total, thought the athletic program was undesirable or should be discontinued. This was less than one-half of one per cent. In the adult groups of parents, teachers and business and professional men, only seven respondents of 944 rated the program unfavorably. This was less than eight-tenths of one per cent.

Summary of Section 3

All the groups included in this study, parents, teachers, business and professional men and students were overwhelmingly in favor of the Lane interscholastic athletic program. This approval was also given by all the different subdivisions of these groups such as mothers, fathers, men teachers and women teachers when considered separately. The number and percentage of persons who expressed disapproval of the athletic program were so small as to be negligible.

4. Section 4 - Scholastic Eligibility Requirement

In Section 4 the respondents were asked to check their opinions regarding the number of subjects athletes should pass. Athletes in Chicago high schools are required to receive passing grades in three subjects the previous semester and three subjects during the current semester. Lane abides by this rule of three subjects both semesters. Table VII² gives the

See Table VII, 100.

TABLE VI

VALUE OF LANE ATHLETIC PROGRAM AS EVALUATED BY VARIOUS GROUPS

Group	Total	Very necessary		Desirable		Makes no difference		Undesirable		Should be discontinued		No answer	
	No.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
All parents	542	295	54.4	227	41.9	17	3.0	0	0.0	0	0.0	3	0.6
Mothers	274	151	55.1	111	40.5	12	4.4	0	0.0	0	0.0	0	0.0
Fathers	268	144	53.8	116	43.8	5	1.9	0	0.0	0	0.0	3	1.1
All teachers	222	85	38.3	119	53.6	11	4.9	3	1.4	2	0.9	2	0.9
Men teachers	137	53	38.7	72	52.5	8	5.8	0	0.0	2	1.5	2	1.5
Women teachers	64	21	32.8	37	57.8	3	4.6	3	4.6	0	0.0	0	0.0
Coaches	21	11	52.4	10	47.6	0	0.0	0	0.0	0	0.0	0	0.0
Business and professional men	180	84	46.7	84	46.7	4	2.2	0	0.0	2	1.1	6	3.3
All students	1494	1102	73.8	358	23.8	24	1.6	3	0.2	1	0.1	6	0.4
Freshmen	283	196	69.3	83	29.3	3	1.1	0	0.0	0	0.0	1	0.3
Sophomores	295	225	76.2	56	19.0	8	2.8	1	0.3	1	0.3	4	1.4
Juniors	336	249	74.1	83	24.7	2	0.6	1	0.3	0	0.0	1	0.3
Seniors	580	432	74.5	136	23.4	11	1.9	1	0.2	0	0.0	0	0.0

opinions of the various groups. As is shown in this table only a small number of respondents did not fill in this section. The largest proportion failing to answer was 1.7 per cent in the business and professional group. Table VII also shows that in all groups comparatively few respondents believed athletes should pass only four or three subjects the previous semester as compared to passing four or three subjects both the previous semester and during the current semester. Those who believed that athletes should pass in four subjects only in the semester previous to athletic participation ranged from 4.8 per cent among the coaches to 8 per cent among the men teachers with other groups lying between these two extremes. Those who believed athletes should pass three subjects only the previous semester ranged from 0 per cent for the women teachers to 12 per cent for the freshmen with the other groups lying between. The teachers, as a whole, were especially opposed to this idea of scholastic eligibility. Only three teachers or 1.5 per cent of the 222 faculty respondents were in favor of it. However, no group was much in favor of either the proposal that athletes should pass three subjects only in the previous semester or the proposal that they should pass four subjects only in the previous semester. This is indicated by the low percentages of favorable replies.

No group was in favor of having no scholastic eligibility requirement. The range of those with favorable opinions of this proposal was from 1.8 per cent for the teachers to 13.2 per cent for the juniors. Two women teachers or about 3 per cent of this group believed there should be no subject requirement as did twenty or 7.3 per cent of the mothers. The fathers with 5.6 per cent, the men teachers with 1.5 per cent and the business and

professional men with 4.4 per cent were inclined to be less lenient than the women as far as this proposal was concerned. The coaches were all opposed to eliminating the subject requirement. However, the numbers and percentages of favorable responses from all groups were small and do not indicate much support from any group. All groups were opposed to eliminating the scholastic eligibility rule entirely.

The large majority of members of all groups were of the opinion either that the athletes should pass four subjects the previous semester and be passing in four subjects during the current semester or that they should pass three subjects the previous semester and be passing in three subjects during the current semester. The latter rule, that athletes should pass in three subjects both the previous and current semesters, is the one now in effect at Lane.

The majority of the teachers were in favor of the stricter four subject requirement both semesters while students, coaches and business and professional men were inclined to be more lenient. Two hundred and five or 37.8 per cent of the 542 parents were in favor of the four subjects both semesters while for the teachers it was 121 of the 222 faculty members or 54.5 per cent and for the business and professional men it was 74 of the 180 respondents or 41.1 per cent. For the students it varied from 21.2 per cent of the freshmen to 38.8 per cent of the seniors. The men teachers especially were in favor of the stricter requirement. Eighty-one of the 137 men teachers or over 59 per cent were of the opinion that this should be the rule. Only six of the twenty-one coaches or 28.5 per cent believed in this proposal. The seniors and the parents had about the same proportion, 38 per cent, in

favor of requiring athletes to pass four subjects the previous semester and to be passing in four subjects during the current semester.

The number of respondents who believed athletes should pass three subjects the previous semester and be passing in three subjects during the current semester was greater than the number in favor of any of the other proposals. About 44 per cent of the parents as a group and mothers and fathers as separate groups were favorably disposed toward this rule. This was about 8 per cent more than the 38 per cent in each of these groups who favored four subjects both semesters. Of the 180 business and professional men seventy-four or 41.7 per cent were in favor of three subjects both semesters. This was exactly the same number as favored four subjects both semesters. All the student groups were more in favor of three subjects both semesters than any of the other proposals. About 48 per cent of the freshmen, 48 per cent of the sophomores, 49 per cent of the juniors and 42 per cent of the seniors were favorable toward it. Also favorable to this proposal were about 62 per cent of the coaches who were the only group that showed a majority for this rule. They held an opinion which differed from that of the other men teachers, 59 per cent of whom were in favor of requiring passing grades in four subjects both semesters. No group other than the teacher groups gave a majority opinion in favor of any rule stated. The present scholastic eligibility rule did not have majority support from any of the groups included in this study with the exception of the coaches.

TABLE VII

NUMBER OF SUBJECTS ATHLETES SHOULD PASS THE PREVIOUS SEMESTER
AND DURING THE CURRENT SEMESTER

Group	Total	Four both semesters		Four the previous semester		Three both semesters		Three the previous semester		No re- quirement		No an- swer	
	No.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
All parents	542	205	37.8	30	5.5	240	44.3	27	5.0	35	6.4	8	0.9
Mothers	274	104	38.0	14	5.1	122	44.5	13	4.7	20	7.3	1	0.4
Fathers	268	101	37.7	16	6.0	116	44.0	14	5.2	15	5.6	4	1.5
All teachers	222	121	54.5	17	7.6	74	33.3	3	1.4	4	1.8	3	1.4
Men teachers	137	81	59.1	11	8.0	39	28.4	2	1.5	2	1.5	2	1.5
Women teachers	64	34	53.1	5	7.8	22	34.4	0	0.0	2	3.1	1	1.6
Coaches	21	6	28.5	1	4.8	13	61.9	1	4.8	0	0.0	0	0.0
Business and pro- fessional men	180	74	41.1	5	8.3	74	41.1	6	3.3	8	4.4	3	1.7
All students	1494	452	30.2	108	7.2	684	45.8	98	6.6	145	9.7	7	0.5
Freshmen	283	60	21.2	22	7.8	135	47.7	34	12.0	30	10.6	2	0.7
Sophomores	295	74	25.1	17	5.8	20	48.1	20	6.8	39	13.2	3	1.0
Juniors	336	93	27.7	24	7.1	163	48.5	22	6.6	32	9.5	2	0.6
Seniors	580	225	38.8	45	7.7	244	42.1	22	3.8	44	7.6	0	0.0

Summary of Section 4

There was no unanimity of opinion about the number of subjects athletes should pass the previous semester and be passing the current semester. A majority of the teachers, men and women, with the exception of the coaches, were in favor of a rule requiring athletes to pass four subjects the previous semester and be passing in four subjects during the current semester. Parents and students were more in favor of the rule requiring that athletes pass three subjects the previous semester and be passing in three subjects during the current semester. Business and professional men were equally divided in their opinions of both rules. With the exception of the teachers no group gave a majority of favorable responses to any of the rules stated. Complete elimination of the scholastic eligibility requirement received approval from only a small percentage of the respondents in any group.

5. Section 5 - Responsibility for the Athletic Program

Within the rules that apply to all Chicago high schools, some person or persons must organize and direct the athletic program at Lane and make the decisions which affect it. Table VIII³ shows who, in the opinions of the various groups, should assume the responsibility for Lane athletics. As is shown by the table the percentages of the different groups who did not answer this section ranged from 0 per cent for the seniors to about 3 per

³ See Table VIII, 105.

cent for women teachers. Other than the women teachers, no group had more than 1.8 per cent who failed to answer Section 5.

Opinion among all the groups as to who should assume final authority for the athletic program was divided. About half the parents, 262 of 542 or 48.3 per cent responding, thought the athletic director and the principal should have control. Of the parents about 51 per cent of the mothers and 46 per cent of the fathers approved the authority of the athletic director and the principal. Among teachers, a little more than half, 118 or 53.2 per cent of the 222 faculty members also believed the athletic director and the principal should organize the sports program. About 49 per cent of the men teachers, 63 per cent of the women teachers and 52 per cent of the coaches held this opinion. Of the 180 business and professional men, 110 or more than 61 per cent believed the athletic director and the principal should share responsibility for athletics. Among the student groups the percentages favoring this form of control dropped sharply. Only about 28 per cent of the freshmen, 39 per cent of the sophomores, 38 per cent of the juniors and 38 per cent of the seniors believed the athletic director and the principal should conduct the sports program.

The students were more in favor of having the coaches conduct athletics than were any of the other groups. About the same percentage of students, 36 per cent, believed the coaches should direct athletics as favored management by the athletic director and the principal. The per cent in favor of the coaches was greatest with the freshmen, 39 per cent of whom favored the coaches as compared with 27.5 per cent who believed in the responsibility of the athletic director and the principal. About 37 per cent

of the senior replies were in favor of the athletic director and the principal assuming responsibility and 32.7 per cent were in favor of the coaches.

About 22 per cent of the parents were of the opinion that the coaches should conduct the athletic program but only 8.3 per cent of the business and professional men held this view. Fewer than 8 per cent of the teachers believed the coaches should direct athletics. However, 19 per cent of the coaches themselves thought the program should be conducted by members of their group.

Less than 10 per cent of the parents were of the opinion that the principal and a committee of teachers should make decisions about the organization of the athletic program. The students did not favor this type of control either since less than 5 per cent checked this item. Almost 17 per cent of the business and professional men were of the opinion that a principal-teacher committee should manage athletics. But the teachers themselves furnished the largest percentage of any group who thought teachers should share in organizing athletics. Fifty-seven of the 222 teachers who responded or about 26 per cent thought there should be a principal-teacher committee. Almost 31 per cent of the men teachers believed this.

In spite of the fact that, according to the rules of the Illinois High School Association, the principal alone is responsible for athletics in his school, a very low percentage of respondents believed he should be the final authority. The percentage of those who believed the principal should be the person to make the decisions about the organization of the athletic program ranged from 0 per cent for the freshmen to a high of 8.7 per cent for the men teachers. Less than 2 per cent of the parents and slightly more than 2 per cent of the business and professional men thought the principal should

be responsible for the sports program.

The director of athletics for the Chicago schools was selected by 17 per cent of the parents as their choice to decide on the organization of Lane athletics within the rules for all high schools. Only about 4 per cent of the teachers including 9.5 per cent of the twenty-one coaches shared this belief. About 11 per cent of the business and professional men thought the Chicago schools athletic director should be responsible for Lane sports. The students furnished a higher percentage who held this view ranging from about 17 per cent for the sophomores to about 26 per cent for the freshmen. Twenty-four per cent of the seniors thought the Chicago schools director should be responsible.

This section brought forth some pertinent and interesting comments. One student expressing the viewpoint mentioned by a number, said that the coaches knew far more about athletics and teams than any of the others mentioned. A parent said he did not want the principal to conduct the athletic program because he refused to protest poor decisions by officials and as a result Lane teams had been cheated many times. A student wrote that the director of athletics for the Chicago schools should organize the program because the Lane athletic director and the principal were too strict in complying with rules and Lane teams and athletes were penalized as compared to the teams and athletes of competitor schools. One teacher wrote that he believed committees of teachers should organize and direct all school activities including athletics. Evidently the question of who should be the final authority on the athletic organization within the school is one of interest to many people.

TABLE VIII
RESPONSIBILITY FOR THE ATHLETIC PROGRAM

Group	Total	Athletic director and principal		Coaches		Principal-teacher committee		Principal		Director of athletics Chicago Schools		No answer	
	No.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
All parents	542	262	48.3	122	22.5	53	9.8	9	1.6	92	17.0	4	0.8
Mothers	274	139	50.7	59	21.5	28	10.2	6	2.2	41	15.0	1	0.4
Fathers	268	123	45.9	63	23.5	25	9.4	3	1.1	51	19.0	3	1.1
All teachers	222	118	53.2	17	7.6	57	25.7	17	7.6	9	4.1	4	1.8
Men teachers	137	67	48.9	8	5.8	42	30.7	12	8.7	6	4.4	2	1.5
Women teachers	64	40	62.5	5	7.8	12	18.7	4	6.3	1	1.6	2	3.1
Coaches	21	11	52.4	4	19.0	3	14.3	1	4.8	2	9.5	0	0.0
Business and professional men	180	110	61.2	15	8.3	30	16.6	4	2.2	19	10.6	2	1.1
All students	1494	536	35.9	535	35.8	73	4.9	11	0.7	327	21.9	12	0.8
Freshmen	283	78	27.5	112	39.6	16	5.7	0	0.0	73	25.8	4	1.4
Sophomores	296	114	38.7	111	37.6	13	4.4	3	1.0	49	16.6	5	1.7
Juniors	336	126	37.5	122	36.3	18	5.4	1	0.3	66	19.6	3	0.9
Seniors	580	218	37.6	190	32.7	26	4.5	7	1.2	139	24.0	0	0.0

Summary of Section 5

Although opinion is divided a much larger percentage of the parents, teachers and business and professional men believed that the athletic director and the principal should assume responsibility for the organization of the athletic program than held the opinion that the responsibility should be placed elsewhere. The students were very divided in their opinions. About 36 per cent believed the athletic director and the principal should be responsible; about 36 per cent selected the coaches; about 22 per cent favored the director of athletics for the Chicago schools. A very small percentage of any group believed the principal alone should decide on the athletic organization. This was probably due to the fact that at Lane the athletic director and the principal share in the direction and organization of the interscholastic athletic program even though the principal is held responsible by the City League and the State Association.

6. Section 6 - Athletics and School Morale

As was pointed out in Chapter II many physical educators believe athletics builds good school and student morale. Of 542 parents, 408 or 75.3 per cent believed a strong athletic program did a great deal to build such morale and 122 or 22.5 per cent thought it helped build good morale to some extent. Only nine parents, less than 2 per cent, thought this program made little difference to morale. No parent believed athletics affected morale

adversely. Almost the same percentages of mothers and fathers held to these opinions.

Teachers were not as enthusiastic as parents about athletics as a morale builder but still were substantially of the opinion that athletics did make for good morale. About 50 per cent of the men teachers, the women teachers, the coaches, and the 222 teachers as a whole believed that athletics did much to build good school and student morale. About 38 per cent of the men teachers, 36 per cent of the women teachers, 43 per cent of the coaches and 38 per cent of all the teachers thought the athletic program helped to build good morale. This means that about 87 per cent of the men teachers, 84 per cent of the women teachers, 95 per cent of the coaches and 87 per cent of the teachers as a whole thought athletics were good for morale. About 11 per cent of the teachers believed sports made little difference as far as morale was concerned. Two women teachers thought athletics lowered school and student morale. This was less than 1 per cent of the entire group of teacher respondents. No teacher believed athletics caused very poor morale.

The business and professional men also believed good morale was one of the results of athletics. Of the 180 in this group, 128 or 71.1 per cent said it did a great deal to build morale while forty-eight or about 27 per cent checked that it helped morale. Two members or about 1 per cent of this group thought athletics had little effect on morale and another 1 per cent thought it caused very poor morale. Thus, about 98 per cent of the business and professional men believed that a strong athletic program was good for school and student morale.

The students believed strongly in Lane athletics as a builder of good morale. About 82 per cent of the freshmen, 78 per cent of the sophomores, 77 per cent of the juniors and 81 per cent of the seniors were of the opinion that athletics did a great deal to build good morale. About 14 per cent of the freshmen, 18 per cent of the sophomores, 21 per cent of the juniors and 18 per cent of the seniors thought the athletic program helped to build good morale to some degree. This means that about 96 per cent of the freshmen and sophomore groups and 98 per cent of the junior and senior groups believed school and student morale was helped by the athletic program. The number and percentage of students who thought morale was lowered by athletics were negligible.

Many favorable comments were added by respondents answering this section. A number believed athletics brightened school life and added zest to it. Several mentioned that boys interested in sports did not tend to become involved in things of a harmful nature. Some noted the need for boys to learn and practice loyalty. Several boys wrote that school would not be nearly so interesting without athletics. There were several respondents who believed athletics was valuable in building morale but added the comment that this was true only when the athletic program was properly organized and administered.

Summary of Section 6

All groups, parents, teachers, business and professional men and students believed that a strong athletic program built good school and student morale. Teachers were not as enthusiastic as other groups. About

TABLE IX

EFFECT OF ATHLETICS ON SCHOOL AND STUDENT MORALE

	Total	Does much to build good morale		Helps morale to some extent		Little effect on morale		Lowers morale		Causes very poor morale		No answer	
	No.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
All parents	542	408	75.3	122	22.5	9	1.6	0	0.0	0	0.0	3	0.6
Mothers	274	204	74.4	62	22.7	7	2.5	0	0.0	0	0.0	1	0.4
Fathers	268	204	76.1	60	22.3	2	0.8	0	0.0	0	0.0	2	0.8
All teachers	222	110	49.6	84	37.8	24	10.8	2	0.9	0	0.0	2	0.9
Men teachers	137	68	49.6	62	38.0	16	11.7	0	0.0	0	0.0	1	0.7
Women teachers	64	31	48.5	23	35.9	7	10.9	2	3.1	0	0.0	1	1.6
Coaches	21	11	52.4	9	42.8	1	4.8	0	0.0	0	0.0	0	0.0
Business and professional men	180	128	71.1	48	26.7	2	1.1	0	0.0	2	1.1	0	0.0
All students	1494	1169	79.6	267	17.9	17	1.1	6	0.4	5	0.3	10	0.7
Freshmen	283	234	82.7	39	13.8	4	1.4	2	0.7	0	0.0	4	1.4
Sophomores	295	229	77.7	52	17.7	6	2.0	1	0.3	4	0.3	3	1.0
Juniors	336	259	77.0	71	21.2	2	0.6	1	0.3	0	0.0	3	0.9
Seniors	580	467	80.5	105	18.2	5	0.8	2	0.3	1	0.2	0	0.0

11 per cent of the teachers thought morale was little affected by athletics and 0.9 per cent thought it was affected adversely. Even so, over 87 per cent of the teachers believed good school and student morale was built by athletics. Over 97 per cent of the parents and business and professional men held that opinion. Of 2,458 respondents only fifteen or less than 1 per cent, believed athletics have an adverse effect on morale. The groups included in this study agreed with those who believe a strong athletic program builds good school and student morale.

7. Section 7 - Teacher Attitude Toward Athletics

Section 7 is concerned with whether the teachers favor athletes and give them higher marks than they deserve. Table X⁵ shows the opinions expressed by the various groups included in this study. The table shows that a larger percentage of respondents failed to answer this section than any other in the questionnaire. Almost 9 per cent of the business and professional men did not check any statement in this section. Some respondents commented that they were not familiar enough with the various teachers and their attitudes to answer this question objectively. Several commented that the answer to the question depended on the individual teacher concerned and each case had to be considered by itself when favoritism or bias was charged.

Table X shows that a considerable number of all the groups believed that the teachers were favorable to athletes and gave them higher marks than

5 See Table X, 114.

they deserved. One hundred and eight or about 20 per cent of the 542 parents were of this opinion. Mothers and fathers furnished about the same percentage of respondents who believed teachers favored athletes. Forty-four or 20 per cent of the 222 teachers believed athletes were favored. The coaches agreed with this opinion with 4 per cent more of them expressing their belief than did the teachers group as a whole. Forty-five or 25 per cent of the business and professional men believed teachers favored athletes. The students who believed athletes were favored increased in number and percentage for each of the year classes. About 13 per cent of the freshmen, 28 per cent of the sophomores, 32 per cent of the juniors and 38 per cent of the seniors thought teachers marked athletes too high. It will be noted that about three times as many seniors as freshmen percentage wise held this opinion. Evidently, as the boys progressed through school from year to year and increasing percentage believed teachers favored athletes.

The percentages of the different groups who believed that teachers were unfavorable to athletes were low compared to the opposing view. Only nine of the 542 parents or less than 2 per cent thought that athletes were not treated as favorably as other students. Of these nine parents eight were fathers. There were twenty-six parents who did not answer this question compared to the nine who thought teachers were biased against athletes. Less than 1 per cent of the teachers, three of 222, thought athletes were given unfavorable treatment. Two of the coaches or 4.8 per cent held this view which was not shared by any of the sixty-four women teachers. Only two of the 180 business and professional men, or about 1 per cent, believed teachers were unfair to athletes. The students agreed substantially with the other

groups. The largest proportion of any student group to believe athletes were treated unfavorably was 4 per cent from the senior class.

The majority of all the groups believed the teachers treated athletes and non-athletes the same. Seventy-four per cent of the parents and 74 per cent of the teachers checked this opinion on the form. Sixty-seven per cent of the coaches agreed, a difference of 7 per cent. Sixty-five per cent of the business and professional men thought teachers were objective in their marking. The range for the student groups was rather large with about 82 per cent of the freshmen and only about 67 per cent of the seniors agreeing that the teachers were not biased either for or against the athletes. The percentage of students who believed the teachers were impartial decreased in each of the four classes from freshman to senior.

The comments which were written in by respondents answering this section indicated that some of those replying were not sure that they were in a position to judge the teachers' attitudes toward athletes. For this reason, the answers to this section may not be as objective as the answers to other sections. Some of the respondents indicated that athletes were favored and then wrote in that some teachers favor athletes but most do not. Others who answered wrote that some teachers may treat athletes favorably and others may treat them unfavorably. One mother who checked on the form that teachers treated the athletes the same as other students added a comment that "if this answer is not true it should be." An athlete commented that everyone notices when a teacher gives an athlete a better mark than he deserves but not so much attention is paid to a non-athlete who is favored. Although not one woman teacher believed athletes were treated unfavorably, several athletes

gave the names of women teachers, who in their opinions, were definitely opposed to athletics and athletes. In two cases, they said this opposition to all athletics was known to the athletes in the school and when an athlete was enrolled in one of these teachers' classes he knew he would either have to quit athletics or he would fail. On the other hand, one of the seniors wrote that he could not believe an athlete could practice as much as he usually did and still turn in the work required by some teachers. One teacher commented that the teachers did not favor athletes but the school administration did. Several teachers who answered that athletes were favored commented that they themselves marked objectively but they had heard that other teachers did not. One teacher said that he favored athletes by allowing them to turn in work late without loss of credit. A student commented that certain teachers informed the coach when an athlete was on the verge of failure and the coach saw to it that the boy did more studying. Another student said that teachers warned an athlete immediately when his work was poor and kept warning him and helping him by giving him extra work. A junior wrote that popular athletes always had classmates willing to help them and teachers would suggest that they avail themselves of this help. From the number and tenor of the comments, this section evidently dealt with a question which aroused considerable interest.

Summary of Section 7

Although the majority of all groups in this study felt that teachers treated athletes the same as other students, there was a considerable number who did not agree. From 20 to 25 per cent of the adults felt that

TABLE X

TEACHER ATTITUDE IN MARKING ATHLETES AND NON-ATHLETES

Group	Total	Favorable to athletes		No difference		Unfavorable to athletes		No answer	
	No.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
All parents	542	108	19.9	399	73.6	9	1.6	26	4.9
Mothers	274	54	19.6	206	75.2	1	0.4	13	4.8
Fathers	268	54	20.1	193	72.0	8	3.0	13	4.8
All teachers	222	44	19.8	166	74.3	3	1.4	10	4.5
Men teachers	137	27	19.7	101	73.8	1	0.7	8	5.8
Women teachers	64	12	18.8	50	78.1	0	0.0	2	3.1
Coaches	21	5	23.8	14	66.6	2	4.8	0	0.0
Business and professional men	180	45	25.0	117	65.0	2	1.1	16	8.9
All students	1494	444	29.7	968	64.8	55	3.8	27	1.7
Freshmen	283	36	12.8	231	81.6	10	3.5	6	2.1
Sophomores	295	82	27.8	198	67.2	11	3.7	4	1.3
Juniors	336	107	32.2	210	62.4	11	3.0	8	2.4
Seniors	580	219	37.8	329	56.7	23	4.0	9	1.5

athletes were favored. This opinion was shared by students in increasing numbers from the freshman to the senior year. About 38 per cent of the seniors thought teachers favored athletes. A comparatively small percentage of any of the groups believed teachers were unfavorable to athletes. Less than 2 per cent of the parents, 1 per cent of the teachers, 1 per cent of the business and professional men and 4 per cent of the students held this view. More respondents failed to answer this question than believed athletes were unfavorably treated.

8. Section 8 - Funds for Athletic Equipment

One of the problems that concerns those persons responsible for the administration of interscholastic athletics is that of securing money for the purchase of necessary equipment. The Chicago Board of Education provides coaches but athletic equipment for sports competition must be furnished by the schools. At Lane, all this money was raised through the sale of tickets to athletic contests until a few years ago. For the past several years, it has been necessary to supplement ticket sales with money from other sources in order to obtain the desired athletic equipment. As shown in Chapter II some authorities in the field of educational administration believe tax money should be used to finance the entire interscholastic athletic program. Table XI⁶ shows the opinions of the various groups included in this study as to how athletics should be financed. Only a small percentage of respondents failed to answer this section. The largest percentage of any to fail to

6 See Table XI, 119.

answer was 4.8 per cent of the coaches. This was due to one coach not checking this section and because there were only twenty-one respondents in this group, the percentage was comparatively high. Among the other groups, the greatest proportion that failed to answer this section was about 2 per cent of the freshmen class.

Table XI shows that 228 or 42 per cent of the 542 parents believed athletic equipment should be purchased from money obtained from ticket sales while 53 or 9.8 per cent thought tax money should be used and 257 or 47.4 per cent were of the opinion that a combination of money from ticket sales and tax money was the best source of athletic funds. Ninety of 222 teachers or 40.5 per cent believed ticket sales was the best source, twenty-five or 11.3 per cent were for the use of tax money and 103 or 46.4 per cent believed a combination of both was most satisfactory. The women teachers were the group most in favor of financing the purchase of athletic equipment through ticket sales and the least in favor of using tax money. Over 59 per cent of the women teachers believed only ticket sales should be used, about 3 per cent or only two of the sixty-four women teachers believed tax money alone was the proper source and less than 36 per cent believed a combination of these two sources was the best means. Most of the coaches were of a different opinion from the women teachers. Two or 9.3 per cent of the coaches wanted only ticket sales used, five or 23.8 per cent wanted tax money, thirteen or almost 62 per cent desired a combination. The majority of the men teachers' opinions lay between those of the women teachers and the coaches. About 36 per cent believed in the use of ticket sales, 13 per cent in the use of tax money and 49 per cent in the use of both tax money and ticket sales. The 180

business and professional men returned 40.6 per cent of their replies in favor of ticket sales, 7.2 per cent in favor of tax money, and 50.6 per cent in favor of a combination of both. The majority of the students were in favor of using a combination of money from tickets and tax money. The freshmen gave 36.4 per cent of their favorable replies to ticket sales, 10.3 per cent to tax money and 51.2 per cent to a combination of both. Sophomores voted 34.2 per cent for the sale of tickets, 9.2 per cent for the use of tax money, and 55.3 per cent for a combination of both. Of the juniors, 38.2 per cent were favorable to ticket sales, 8 per cent were favorable to the use of tax money, 55.2 per cent favored a combination. The seniors were 40.8 per cent in favor of ticket sales, 6.5 per cent in favor of the use of tax money and 52.7 per cent in favor of a combination of both.

Comments from several of those voting for the use of funds from ticket sales and tax money revealed the belief that ticket sales should be used to finance the purchase of athletic equipment as much as possible. In the opinion of these respondents, tax money should be used to supplement the money received from ticket sales if it is required to secure proper and necessary equipment. This policy would mean that tax funds would be used to make up any financial deficit the purchase of athletic equipment might cause after the money taken in by ticket sales had been used. Some of the comments from those advocating the use of tax money only were to the effect that, if athletics was part of the school's program, equipment should be provided in the same manner as books or laboratory supplies and equipment.

When the number of respondents in the different groups who favored the use of tax money alone, and the number of respondents who favored the use

of tax money and gate receipts are combined, it is apparent that a majority favor the use of at least some tax money to support athletics. This would constitute a decided change in policy for the school and the Chicago schools system. About 57 per cent of the parents advocated using tax money in either of these two ways. About 58 per cent of the teachers agreed although the proportion of women teachers holding this view was just under 40 per cent and the proportion of coaches was almost 80 per cent. About 58 per cent of the business and professional men also were of the opinion that tax money should be used in some form, if necessary. It will be noted that the percentages of all adult groups in favor of using tax money or tax money and gate receipts were practically the same. Around 60 per cent of the respondents in each of the different student class groups believed tax money should be used by itself or in combination with gate receipts to finance the purchase of athletic equipment.

Summary of Section 8

Opinion was divided in all groups as to how the purchase of athletic equipment should be financed. With the exception of the women teachers who returned the majority of their replies in favor of using gate receipts only, the largest percentage of responses from every group was in favor of using both gate receipts and tax money to secure the required equipment. The majority of all groups except the women teachers believed tax money should be used either by itself or in combination with money from the sale of tickets. Thus, although a majority of the respondents did not agree with the policy advocated by some of the educators mentioned in Chapter II who would finance

TABLE XI

SOURCE OF MONEY FOR PURCHASE OF ATHLETIC EQUIPMENT

Group	Total	Ticket sales		Tax money		Tax money and ticket sales		No answer	
	No.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
All parents	542	228	42.0	53	9.8	257	47.4	4	0.8
Mothers	274	108	39.4	28	10.2	136	49.6	2	0.8
Fathers	268	120	44.8	25	9.3	121	45.1	2	0.8
All teachers	222	90	40.5	25	11.3	103	46.4	4	1.8
Men teachers	137	50	36.5	18	13.1	67	48.9	2	1.5
Women teachers	64	38	59.4	2	3.1	23	35.9	1	1.6
Coaches	21	2	9.5	5	23.8	13	61.9	1	4.8
Business and professional men	180	73	40.6	13	7.2	91	50.5	3	1.7
All students	1494	569	38.0	121	8.1	792	53.1	12	0.8
Freshmen	283	103	36.4	29	10.3	146	51.2	6	2.1
Sophomores	295	101	34.2	27	9.2	163	55.3	4	1.3
Juniors	336	128	38.2	27	8.0	179	53.2	2	0.6
Seniors	580	237	40.8	38	6.5	305	52.7	0	0.0

the whole athletic program with tax money, the majority of those concerned in this study would not limit the source of money for athletic equipment to gate receipts. They are not completely opposed to the use of tax money for the purchase of athletic equipment.

9. Section 9 - Desirability of Out-of-Season Practice

Lane, like other Chicago high schools, permits out-of-season practice. Spring football practice is limited to four weeks. Section 9 was concerned with out-of-season practice. Table XII⁷ shows the reactions of the various groups to questions about out-of-season practice. The proportion of respondents who failed to answer this section was below 5 per cent for every group except the women teachers of whom eight or 12.5 per cent failed to answer. Probably lack of knowledge and information about the arguments for and against spring practice prevented some of this group from answering.

Data in Table XII show that every group in this study was in favor of out-of-season practice. Those who did not believe it was very necessary thought four weeks of practice was desirable. Of 542 parents, 218 or 40.2 per cent believed such practice was very necessary and 249 or 45.9 per cent thought it was desirable. Forty-one or 18.5 per cent of the 222 teachers believed out-of-season practice to be very necessary and 113 or almost 51 per cent held it to be desirable. Of the 180 business and professional men thirty-eight or 21.1 per cent were of the opinion that out-of-season practice was very necessary while eighty-nine or 49.5 per cent thought it was desirable.

7 See Table XII, 123.

The students were even more in favor of out-of-season practice. About 57 per cent of the freshmen, 57 per cent of the sophomores, 50 per cent of the juniors and 53 per cent of the seniors believed such practice was very necessary. Almost 32 per cent of the freshmen, about 32 per cent of the sophomores, approximately 40 per cent of the juniors and 36 per cent of the seniors thought out-of-season practice to be desirable. Combining the opinions of those who believed out-of-season practice was either very necessary or desirable, the data show that over 86 per cent of the parents, 69 per cent of the teachers, 70 per cent of the business and professional men and 90 per cent of the students were in favor of out-of-season practice.

The percentages of the various groups who believed out-of-season practice made little difference varied from 0 per cent for the coaches to 10.6 per cent for the business and professional men. About 6 per cent of the parents, 8 per cent of the teachers and 3 per cent of the students shared this opinion.

The proportion of respondents who believed out-of-season practice should be further limited or discontinued was very much smaller than for those who thought such practice was desirable or very necessary. Of the 542 parents only thirty-three or 6 per cent believed out-of-season practice should be curtailed or eliminated. Fathers especially were opposed to any limitation with a total of thirteen or less than 5 per cent of the 268 in this group wanting to limit or discontinue practice. Teachers furnished the largest percentage opposing out-of-season practice with about 17 per cent expressing the belief that it should be further limited or discontinued. The largest proportion of any group to oppose out-of-season practice was from the

coaches group. Four of the twenty-one coaches or 19 per cent checked the statement that out-of-season practice should be discontinued. Only about 6 per cent of the students in any class or as a whole group were opposed to out-of-season practice as now organized.

Comments from respondents indicated that parents believed out-of-season practice, especially spring practice in football, is necessary for the safety of the players. Several commented that when a player does not know the fundamentals of football he may be injured easily. They believed spring practice was necessary to teach the required fundamentals.

The fact that four or 19 per cent of the twenty-one coaches opposed out-of-season practice and were the largest group to do so may seem unusual. However, it must be remembered that coaches of the various sports think many times in terms of their own teams or activities. The coach of an "in-season" sport does not like out-of-season practice which conflicts with his schedule because it may take players or prospective players away from his team. This is one of the arguments used by those who advocate abolishing spring football practice so boys may participate in track or baseball. Of course, some coaches are opposed to out-of-season practice because of the extra work involved which includes checking in and out of equipment with repairs and cleaning as well as the actual work of coaching. There is no way of telling who the four coaches were who opposed out-of-season practice or what their motives were. It is quite probable that they believed out-of-season practice was bad for the boys and bad for the school and the game itself. However, the other factors must be considered.

TABLE XII

DESIRABILITY OF OUT-OF-SEASON PRACTICE

Group	Total	Very necessary		Four weeks practice desirable		Makes little difference		Limit such practice further		Discontinue such practice		No answer	
	No.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
All parents	542	218	40.2	249	45.9	34	6.3	14.	2.5	19	3.5	8	1.6
Mothers	274	102	37.2	132	48.2	16	5.8	11	4.2	9	3.1	4	1.6
Fathers	268	116	43.3	117	43.7	18	6.7	3	1.1	10	3.7	4	1.5
All teachers	222	41	18.5	113	50.9	17	7.6	6	2.8	32	14.4	13	5.8
Men teachers	137	23	16.8	72	52.5	14	10.2	4	3.0	20	14.5	4	3.0
Women teachers	64	8	12.5	35	54.7	3	4.7	2	3.1	8	12.5	8	12.5
Coaches	21	10	47.7	6	28.5	0	0.0	0	0.0	4	19.0	1	4.8
Business and professional men	160	38	21.1	89	49.5	19	10.8	6	3.3	22	12.2	6	3.3
All students	1494	820	54.9	526	35.3	46	3.0	39	2.6	42	2.8	22	1.4
Freshmen	283	162	57.2	90	31.8	7	2.5	7	2.5	5	1.6	12	4.2
Sophomores	295	168	56.9	93	31.6	11	3.8	8	2.7	9	3.0	6	2.0
Juniors	336	169	50.3	134	39.9	9	2.6	7	2.1	13	3.9	4	1.2
Seniors	580	321	55.3	209	36.0	18	3.2	17	2.9	15	2.6	0	0.0

Similarly, the argument that spring practice is necessary to prevent injuries must be considered carefully. If spring practice is held to teach fundamentals to prevent injuries, it should not be necessary to have seniors who have had two or more seasons of competition report for out-of-season practice. If it "conditions" a boy physically as some students commented spring practice may be valuable. It is a question, however, if such "conditioning" lasts from Spring to the football season in the Fall.

Summary of Section 9

The large majority of all groups, parents, teachers, business and professional men and students were in favor of out-of-season practice. Very few parents or students wished to limit it further or discontinue it. The proportion of teachers and business and professional men opposed to out-of-season practice was very much smaller than the proportion of these groups in favor of such practice.

10. Section 10 - Compensation for Coaching

Coaches at Lane do not receive extra pay but are given time compensation by having their class loads lightened and being permitted to come to school later than other teachers. This means they are paid the same salaries as other members of the faculty. As shown in Chapter II many cities are now paying bonuses to coaches. Section 10 of the questionnaire dealt with the problem of compensation for coaches. Table XIII⁸ shows the

8 See Table XIII, 129.

data compiled from the replies received from the various groups who were included in this study. Of the 2,438 respondents, only 122 or less than one-half of one per cent failed to answer this section. The women teachers had the largest proportion of respondents who did not reply to Section 10. Four of the sixty-four or 6.2 per cent of this group did not answer the question. All groups were divided on how coaches should be compensated. However, both in numbers and in percentages, more of the respondents in the adult groups, parents, teachers and business and professional men, were in favor of compensating coaches by reducing their teaching loads and giving them time compensation, than were in favor of any of the proposed alternatives. Two hundred and forty-nine or 46 per cent of the 542 parents, 156 or over 70 per cent of the 222 teachers and ninety-seven or about 54 per cent of the 180 business and professional men believed coaches should be given time compensation in return for time devoted to coaching. Only about 14 per cent of the parents, about 16 per cent of the teachers and 13 per cent of the business and professional men thought coaches should be given extra pay. Percentage wise the fathers were a little more in favor of paying the coaches extra than were the mothers. The coaches were far more in favor of granting extra pay for coaching than were any of the other groups. One-third of the coaches thought they should be paid extra and about 48 per cent thought time compensation was a satisfactory procedure. The other teachers were more opposed to the extra pay proposal. Fewer than 9 per cent of the women teachers and 16 per cent of the men teachers thought the coaches should receive extra pay while over 73 per cent of the women teachers and more than 72 per cent of the men teachers believed they should receive time compensation. The

student groups varied in the extent of their opinions. About 12 per cent of the freshmen, 17 per cent of the sophomores, 18 per cent of the juniors and 15 per cent of the seniors believed coaches should receive extra pay. About 28 per cent of the freshmen, 30 per cent of the sophomores, 31 per cent of the juniors and 55 per cent of the seniors believed the coaches should receive the same salaries as other teachers but be compensated in time with a shortened class schedule. It will be noted that, with the exception of the teacher groups, a higher percentage of seniors believed in time compensation for coaching than did any other group.

The proposal to pay coaches bonuses varying with the sport as is done in many cities was not too well received by any of the groups. The percentages of those in the different groups who favored this form of compensation ranged from a low of 5.8 per cent for the men teachers to a high of about 14 per cent for the coaches and for the freshmen. In spite of the fact that Lane has three football coaches and two basketball coaches, and these five men would receive the largest bonuses under this system, only three of the twenty-one coaches were in favor of it. The parents with 7.2 per cent and the business and professional men with 6.7 per cent had a smaller percentage in favor of bonuses varying with the sport than did the teachers as a group with 7.6 per cent. However, no group in this study was in favor of paying coaches bonuses varying with the sport.

In the past some of the private schools in Chicago have employed and paid non-teachers just for coaching. The teams of some of these schools enjoyed considerable success in interscholastic contests. This study indicates that this practice would not meet with the approval of the majority of

respondents included in this investigation. One hundred and fifteen or about 21 per cent of the 542 parents thought this was a good plan and thirty-two or about 18 per cent of the business and professional men agreed. Two hundred and twenty-two or about 17 per cent of the 1,494 students wanted non-teacher coaches. However, fewer than 10 per cent of the seniors thought this was a good plan. The teachers were opposed to having coaches who were not teachers. Only seven or about 3 per cent of the 222 teachers approved of this proposal. Not one of the twenty-one coaches expressed approval of employing non-teaching coaches. The rules of the City League, the State Association and the National Federation forbid this practice. In addition, the policy of the Chicago schools system prohibits the use of any coach except a teacher. Furthermore, the influence of the various accrediting agencies is against using "outside" coaches. It is very doubtful, therefore, that any public school could employ non-teacher coaches. The majority of persons in the groups included in this study agreed with authorities who think all coaches should be teachers.

The plan of paying coaches bonuses according to the success of their teams was less well received than any other proposal. Only fifty-five or about 10 per cent of the 542 parents approved of this plan and of these only twenty-three or 8.7 per cent of the fathers thought it was a good idea. Not one teacher or coach was of the opinion that a team's success should affect the coach's remuneration. Only eight or about 4 per cent of the business and professional men signified their belief that this would be a good practice. About 15 per cent of the students approved of bonuses varying with success with less than 11 per cent of the seniors included.

Comments of Section 10 indicated a good deal of interest in the question of compensation for coaches. Several coaches wrote they believed in time compensation for coaches in place of extra pay but that the amount allowed them was insufficient for the time they had to devote to their teams. One of the coaches wrote that the teaching load plus the coaching load was entirely too heavy for the individual to do justice to either. Yet, seven coaches responded that they would prefer extra pay to time compensation and three preferred bonuses varying with the sport. This would seem to indicate that almost half the coaching staff does not feel that they cannot carry their present load since their answers show they are willing to carry even more for extra monetary compensation. One of the women teachers was caustic in her remarks about extra pay for coaches. She suggested that they do as much work as the other teachers before they ask for extra pay. In fairness it must be pointed out that perhaps this teacher does not realize the nervous strain and load a coach must carry. Furthermore, she may be as much opposed to the drama club, the band, the magazine and other activities as she is to athletics. One man teacher said he was in favor of extra pay or time compensation for every teacher in charge of any extra-curricular activity. One student thought coaches should be paid bonuses according to the success of their teams and then some coaches whose teams were not successful might quit and new, younger coaches would be secured. One business man commented that he believed in competition and free enterprise and, in his opinion, winning coaches should receive bonuses. Several business and professional men remarked that winning was secondary. They believed learning to work together, to win honorably and modestly, and to lose gracefully were the im-

TABLE XIII
TYPE OF COMPENSATION FOR COACHING

Group	Total	Extra pay		Bonus vary- ing with sport		Time com- pensation		Employ non- teacher coaches		Bonus vary- ing with success		No an- swer	
	No.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
All parents	542	75	13.9	39	7.2	249	46.0	115	21.2	55	10.1	9	1.6
Mothers	274	33	12.0	22	8.0	123	44.9	62	22.6	32	11.7	2	0.8
Fathers	268	42	15.6	17	6.3	126	47.0	53	19.8	23	8.7	7	2.6
All teachers	222	35	15.7	17	7.6	156	70.3	7	3.2	0	0.0	7	3.2
Men teachers	137	22	16.0	8	5.8	99	72.3	6	4.4	0	0.0	2	1.5
Women teachers	64	6	9.4	6	9.4	47	73.4	1	1.6	0	0.0	4	6.2
Coaches	21	7	33.3	3	14.3	10	47.6	0	0.0	0	0.0	1	4.8
Business and pro- fessional men	180	23	12.8	12	6.7	97	54.0	32	17.7	8	4.4	8	4.4
All students	1494	232	15.6	163	10.9	589	39.4	252	16.9	222	14.9	36	2.4
Freshmen	283	33	11.6	41	14.5	80	28.2	56	19.8	57	20.1	16	5.6
Sephomores	295	50	16.9	36	12.2	87	29.5	73	24.7	40	13.7	9	3.0
Juniors	336	60	17.9	33	9.9	104	31.0	66	19.4	62	18.4	11	3.4
Seniors	680	89	15.3	53	9.2	318	54.8	57	9.8	63	10.9	0	0.0

portant things in athletics not only for the athletes but for all the boys.

Summary of Section 10

The present practice of paying coaches the same salaries as other teachers but giving them time compensation by relieving them of part of their teaching schedule received the approval of a higher percentage of all groups than did any of the other suggested proposals. With the exception of the coaches, one-third of whom approved, the plan of giving coaches extra pay received the approval of about only 15 per cent of the respondents in any group. There was considerable variation in the percentages of the different groups who approved employing "outside" coaches but they were all low compared to the numbers who approved the present practice. The proposal to give coaches bonuses varying with the success of their teams received support of a minor nature. The teachers especially agreed on time compensation and were opposed to employing non-teacher coaches and paying bonuses based on the success of teams.

11. Section 11 - Effect of Athletic Publicity on the School

Section 11 in the questionnaire dealt with the publicity given to Lane athletics. Table XIV⁹ shows how the respondents evaluated the effect of this publicity as to whether it formed favorable public opinion which was good for the school, whether it formed unfavorable public opinion which was

⁹ See Table XIV, 134.

bad for the school, or whether it had little effect on public opinion and made no difference as far as the school was concerned. Only forty-one or 1.6 per cent of the 2,438 respondents failed to answer this question. Of all the groups, the freshmen, with fifteen or 5.1 per cent of 283 respondents, furnished the largest percentage of those returning questionnaires who did not answer this section.

Table XIV shows that the majority of respondents in every group believed publicity about Lane athletics formed favorable public opinion and was good for the school. Four hundred and ninety-one or almost 91 per cent of the 542 parents, 168 or about 76 per cent of the 222 teachers, 152 or about 84 per cent of the business and professional men and 1,368 or 92 per cent of the students believed athletic publicity was good for the school. Very high percentages of the respondents in certain groups felt that athletic publicity had favorable effects. About 92 per cent of the mothers, 90 per cent of the coaches, 93 per cent of the juniors and 92 per cent of the seniors held this opinion. The teacher groups furnished the lowest percentages. About 77 per cent of the men teachers and 67 per cent of the women teachers thought publicity about sports formed favorable public opinion and helped the school. Even though these percentages were the lowest of all the groups, they were still high.

Seven per cent of the parents, about 12 per cent of the business and professional men and approximately 5 per cent of the students thought athletic publicity made little difference to the school in general. Eighteen per cent of the teachers agreed with this opinion including about 17 per cent of the men teachers and 25 per cent of the women teachers. One

or 4.8 per cent of the twenty-one coaches believed athletic publicity had little effect on public opinion or the school.

Forty-three or less than 2 per cent of the 2,438 respondents believed that publicity about athletics affected public opinion unfavorably. No group had more than a very small percentage who held this opinion. The women teachers provided the largest percentage who believed athletic publicity was bad for the school. Yet, even in this group, only three or less than 5 per cent of the sixty-four women teachers were of this opinion. None of the twenty-one coaches believed public opinion or the school were unfavorably affected by publicity about athletics.

In comparing the evaluations of the various groups it was noticeable that the teachers, especially the women teachers, furnished the highest percentages of respondents who did not believe athletic publicity formed favorable public opinion and was good for the school. Although over two-thirds of the women teachers and three-quarters of the men teachers did believe that athletic publicity created good public opinion and helped the school it was apparent that the parents were far more certain as a group that such publicity was desirable. Perhaps some of the teachers were not too familiar with publicity about Lane athletics because of lack of familiarity with and interest in the sports pages of newspapers and television and radio sports programs. Furthermore, perhaps the parents were more acquainted with Lane sports and athletics through listening to their boys at the dinner table. Probably, too, the teachers' knowledge of sports as a group was less keen because of the number who were in a higher age bracket than the average parent of a high school boy. On the other hand,

perhaps the parents had noticed the publicity about Lane athletics and had passed over the news about other activities at the school. It was evident from the comments that the reactions of respondents to publicity varied. One teacher commenting on her answer mentioned the adverse publicity about athletics given recently to certain colleges and a few Chicago high schools. She feared this type of publicity might be carried over in the mind of the public to the whole school program. Conversely, a mother wrote in that the publicity on athletics was very good and simply made her more convinced that her son was attending the finest high school in the United States.

Summary of Section 11

A large majority of all the respondents believed that athletic publicity formed favorable public opinion and was good for the school. A majority of the respondents in each of the various groups gave this evaluation. The percentages who held this opinion ranged from about 67 per cent for the women teachers to about 92 per cent for the mothers. Only a very small percentage of the respondents in any group and a small percentage of the total number of respondents thought publicity on athletics created unfavorable public opinion and affected the school adversely. It was evident that, in general, it was agreed that publicity about athletics was good for the school.

E. Summary of the Evaluation of the Lane Interscholastic Athletic Program by Various Groups

The questionnaire study just analyzed was divided into eleven sections: (1) Section 1 identified the respondents as to the groups to

TABLE XIV

EFFECT OF ATHLETIC PUBLICITY ON PUBLIC OPINION AND STATUS OF SCHOOL

Group	Total	Favorable effect - good for school		No effect - makes no difference		Unfavorable effect - bad for school		No answer	
	No.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
All parents	542	491	90.6	38	7.0	9	1.6	4	0.8
Mothers	274	251	91.6	18	6.5	4	1.5	1	0.4
Fathers	268	240	89.5	20	7.4	5	1.9	33	3.6
All teachers	222	168	75.7	40	18.0	6	2.8	8	3.5
Men teachers	137	106	77.4	23	16.8	3	2.2	5	3.6
Women teachers	64	43	67.2	16	25.0	3	4.7	2	3.1
Coaches	21	19	90.4	1	4.8	0	0.0	1	4.8
Business and professional men	180	152	84.4	21	11.7	4	2.2	3	1.7
All students	1494	1368	91.6	76	5.1	24	1.6	26	1.7
Freshmen	283	249	88.0	16	5.8	3	1.1	15	5.1
Sophomores	295	268	90.8	13	4.6	6	2.0	8	2.7
Juniors	336	314	93.5	12	3.4	7	2.2	3	0.9
Seniors	580	537	92.5	35	6.1	8	1.4	0	0.0

which they belonged such as parents, teachers, business and professional men, students, and the different sub-divisions into which these groups were divided, namely mothers, fathers, men teachers, women teachers, coaches, freshmen, sophomores, juniors and seniors; (2) Section 2 gave information as to whether the respondents had ever taken part in organized team athletics; (3) Section 3 dealt with the value of the interscholastic athletic program; (4) Section 4 was concerned with the scholastic eligibility requirement; (5) Section 5 was concerned with the placing of responsibility for the organization and administration of the athletic program; (6) Section 6 obtained the opinions of respondents regarding the effect of athletics on school and student morale; (7) Section 7 was concerned with whether or not teachers treated athletes the same as other students; (8) Section 8 dealt with methods of securing money for the purchase of athletic equipment; (9) Section 9 was concerned with the desirability of out-of-season practice; (10) Section 10 dealt with extra pay and other plans for the compensation of coaches; (11) Section 11 was concerned with the effect of publicity about interscholastic athletics on public opinion and the school.

Data from Section 1 showed that there were 2,438 respondents including 274 mothers, 268 father, 157 men teachers, sixty-four women teachers, twenty-one coaches, 180 business and professional men, 283 freshmen, 295 sophomores, 336 juniors and 580 seniors.

Section 2 was not analyzed since the data from that section will be discussed in the next chapter.

Section 3 showed that a very high percentage of all respondents and of the respondents in every group evaluated the Lane interscholastic

athletic program as either desirable or very necessary. Only eleven of the 2,438 respondents thought the athletic program was undesirable or should be discontinued.

Section 4 revealed that a large majority of all respondents and a majority of respondents in each of the groups were not in favor of lowering the scholastic eligibility requirement. A majority of the teachers, with the exception of the coaches, believed that the requirement should be raised and athletes should pass four subjects the previous semester and be passing in four subjects during the current semester. A substantial percentage of the other groups agreed with this opinion. However, a higher percentage of most of the groups believed the present rule requiring athletes to pass three subjects the previous semester and be passing in three subjects during the current semester was satisfactory. Equal percentages of the business and professional men favored the two rules. Support for the complete elimination of the scholastic eligibility requirement was almost totally lacking.

Section 5 showed that a larger percentage of the adults included in this study believed the athletic director and the principal should assume the responsibility for athletics than believed the responsibility should be placed elsewhere. The students were very divided in their opinions. A very small percentage of any group believed the principal alone should make the decisions about athletics.

Section 6 revealed that a large percentage of all groups believed that interscholastic athletics improved school and student morale.

Section 7 showed that the majority of all the groups believed that

the teachers treated athletes and non-athletes the same. A considerable proportion of respondents, averaging between 20 and 25 per cent for the different adult groups, thought athletes were favored. About 38 per cent of the seniors held this opinion. A very low percentage of all groups believed athletes were treated unfavorably.

Section 8 showed that the proposal that athletic equipment be purchased from a combination of tax money and gate receipts received the most support of any of the plans suggested. A majority of the women teachers believed only gate receipts should be used but the percentages of the other groups who held this opinion were much smaller. Only minorities of the groups thought tax money alone should be used. However, a majority of the respondents in all groups, except the women teachers, believed that tax money should be used, either by itself or to supplement gate receipts if necessary, to finance the purchase of athletic equipment.

Section 9 revealed that a majority of the respondents in all the groups were in favor of out-of-season practice. A considerable number thought it was very necessary. Low percentages believed in the elimination of such practice. Especially among the parents and students, comparatively few respondents wished to limit it further or discontinue it.

Section 10 revealed that a higher percentage of all the groups believed that the present practice of paying coaches the same salaries as other teachers and relieving them of part of their teaching load is a better method for compensating coaches than any of the other suggested procedures. The proposal to give coaches extra pay received the approval of only 15 per cent of the respondents in any group with the exception of the coaches, one-

third of whom wanted extra pay. Little support was given to the plan of giving coaches bonuses varying with the sport. Only a low percentage of any group approved of employing non-teacher coaches and no coach approved of this practice. Little support was given to the proposal to give coaches bonuses according to the success of their teams. No teacher approved of this practice.

Section 11 revealed that a large majority of all respondents and of the respondents in the individual groups believed that athletic publicity formed favorable public opinion and was good for the school. Only very small percentages of any of the groups and a small percentage of the total number of respondents thought publicity on athletics created unfavorable public opinion and affected the school adversely.

CHAPTER V

EVALUATION OF THE LANE INTERSCHOLASTIC ATHLETIC PROGRAM BY THE ATHLETES AND THE NON- ATHLETES IN VARIOUS GROUPS

One of the questions that arises when evaluating athletics or an athletic program is whether the persons who have participated in sports are more or less in favor of athletics than the persons who have never been members of athletic teams. Taken from a different viewpoint, the statement of the problem may place emphasis on the attitude of the non-athlete, namely; whether persons who have never been members of organized team sports oppose athletics as compared to persons who have participated on teams. This chapter is concerned with the evaluations of the Lane interscholastic athletic program made by the respondents in various groups who have taken part in organized team athletics as compared to the evaluations made by respondents who have not participated on organized athletic teams.

A. Limitations, Definitions, Groups Included in this Part of the Study

Section 2 of the questionnaire gave information as to whether the respondent had ever taken part in organized team athletics. As explained in Chapter IV, if the respondent answered in the affirmative, that he had taken part in organized team athletics, he was asked to tell where and with

what group he had played. This was done to furnish a check on whether the respondent had actually participated in organized team sports. It was believed that, if the respondent were asked to tell where and with what organized team he had played, he would be more likely to answer the question correctly. In addition, this procedure made it possible to identify those students who had participated in organized team sports other than interscholastic athletics as well as those students who had never taken part in organized team sports and those students who were members of interscholastic teams.

For convenience in discussion and in the use of the tables in this chapter the adult respondents who answered that they had taken part in organized team athletics were designated as athletes while those who answered that they had not taken part in organized team athletics were designated as non-athletes. Among the students, those who answered that they had taken part in organized team athletics were called athletes. Those students who had not taken part in organized team athletics were designated as non-athletes. The boys who were or had been members of Lane interscholastic squads were designated as Lane team athletes. In checking on the accuracy of the affirmative answers respondents were considered to have taken part in organized team athletics if they had been members of professional athletic teams, semi-professional teams, Olympic teams, interscholastic teams, intercollegiate teams, organized park district teams, intramural teams, CYO teams, YMCA teams, and the like. There were very few cases among the male respondents where the descriptions of the teams did not support the affirmative answers. In these few cases, the individuals had

included informal gymnasium class teams and games which could not be classified as organized team athletics.

Only male respondents were included in this part of the study. The numbers and percentages of mothers and women teachers who indicated that they had taken part in organized team athletics were comparatively small. In spite of the increasing number of women's teams, competitive team athletics for girls is still not general and, in the case of inter-institution sports, is prohibited in schools and colleges by athletic associations and accrediting agencies as well as by the force of medical and public opinion. There were even fewer women's teams when the female respondents included in this study were in school. It was noticeable that on some questionnaires, where the women respondents had checked that they had taken part in organized team athletics, they described games played in gymnasium classes in Chicago high schools. This was not considered as organized team athletics in this study. Furthermore, an inspection of the evaluations of the comparatively few women athletes as compared to the evaluations of the many women non-athletes revealed little difference of opinion. For these reasons the mothers and women teachers were not included in this part of the study. The respondents included were the fathers, the men teachers, the students and the business and professional men.

B. Analysis of Questionnaire Results

1. Section 2 - Classification of Respondents as Athletes or Non-Athletes

Table XV shows the numbers and percentages of athletes and non-athletes in each of the groups included in this part of the study. Of two

hundred and sixty-eight fathers, 128 or 47.8 per cent were athletes and 140 or 52.2 per cent were non-athletes. Eighty-four or 61.3 per cent of the 137 men teachers were athletes while fifty-three or 38.7 per cent were non-athletes. One hundred and six or 58.9 per cent of the 180 business and professional men were athletes while seventy-four or 41.1 per cent were non-athletes. Of the 1,494 students, 808 or 54 per cent were athletes, 393 or 26.3 per cent were non-athletes, and 293 or 19.7 per cent were Lane athletes.

TABLE XV
CLASSIFICATION OF RESPONDENTS AS
ATHLETES AND NON-ATHLETES

Group	Total	Athletes		Non-Athletes		Lane team Athletes	
	No.	No.	Pct.	No.	Pct.	No.	Pct.
Fathers	268	128	47.8	140	52.2	0	0.0
Men teachers	137	84	61.3	53	38.7	0	0.0
Students	1494	808	54.0	393	26.3	293	19.7
Business and professional men	180	106	58.9	74	41.1	0	0.0

2. Evaluation of the Lane Athletic Program by Athletes and Non-Athletes

Data concerning the evaluation of the interscholastic athletic program were obtained from Section 3 of the questionnaire and are shown in

Table XVI.¹ -The percentage failing to answer Section 3 was small with the business and professional men who had participated in team sports furnishing the largest proportion of any category, 3.8 per cent.

Table XVI shows that seventy-six or 59.4 per cent of the 128 fathers who had participated in team athletics rated the sports program as very necessary. This top evaluation was also given by sixty-eight or 49.6 per cent of the 140 fathers who were non-athletes. This meant that 11 per cent more of the father athletes than of the father non-athletes believed the interscholastic athletic program was very necessary.

The same situation was revealed in the case of the business and professional men as for the fathers. Fifty-two or about 49 per cent of the 106 business and professional men who had taken part in organized teams sports rated the athletic program as very necessary while thirty-two or about 43 per cent of the seventy-four non-athletes in this group gave it the same rating. Thus, 6 per cent more of the athletes than non-athletes among the business and professional men believed the athletic program was very necessary.

Among the students 817 or 76.4 per cent of the 808 boys who had participated in team sports thought the athletic program was very necessary. Two hundred and fifty-four or 64.4 per cent of the 393 non-athletes gave this evaluation. This was a difference of almost 12 per cent. An even higher percentage of the Lane athletes, the boys who had been members of the interscholastic athletic squads, believed the sports program was very

1 See Table XVI, 145.

necessary.

The greatest difference in opinion percentage-wise was between the athletes and non-athletes among the men teachers. Forty-one or 48.8 per cent of the eighty-four men teacher athletes marked the athletic program as being very necessary while only twelve or 22.7 per cent of the fifty-three teacher non-athletes gave this evaluation. Thus, over 26 per cent more of the teachers who had participated in organized team athletics thought the athletic program was very necessary than did the teacher non-athletes.

Table XVI shows that the very large majority of all the respondents as a whole and the respondents in the various athletic and non-athletic groups believed the athletic program was either desirable or very necessary. The lowest percentage of any group to rate the sports program as either desirable or very necessary were from the men teacher non-athletic group. Yet, even here, forty-seven or almost 89 per cent of the fifty-three teacher non-athletes evaluated athletics as being either desirable or very necessary. All the other groups of non-athletes and of athletes had even higher percentages who favored the sports program.

Summary of Evaluations of Athletics

Table XVI reveals that the difference between the evaluations of the athletes and non-athletes lay in the degree of desirability indicated. As shown above, a larger percentage of athletes than non-athletes in the various groups believed the interscholastic athletic program was very necessary.

TABLE XVI

EVALUATION OF LANE ATHLETIC PROGRAM BY ATHLETES AND NON-ATHLETES

Group	Total	Very necessary		Desirable		Makes no difference		Undesirable		Should be discontinued		No answer	
	No.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
Athletes													
Fathers	128	76	59.4	46	37.6	2	1.5	0	0.0	0	0.0	2	1.5
Men teachers	84	41	48.8	37	44.0	3	3.6	0	0.0	2	2.4	1	1.2
Students	808	617	76.4	178	22.2	10	1.2	1	0.1	0	0.0	1	0.1
Business and professional men	106	52	49.1	49	46.2	1	0.9	0	0.0	0	0.0	4	3.8
Lane team athletes	293	231	78.8	56	19.2	4	1.4	0	0.0	1	0.3	1	0.3
Non-athletes													
Fathers	140	68	48.6	68	48.6	3	2.1	0	0.0	0	0.0	1	0.7
Men teachers	53	12	22.7	36	66.0	5	9.4	0	0.0	0	0.0	1	1.9
Students	393	254	64.6	124	31.5	10	2.5	2	0.5	0	0.0	3	0.8
Business and professional men	74	32	43.3	35	47.3	3	4.0	0	0.0	2	2.7	2	2.7

3. Evaluation of Various Scholastic Eligibility Rules by Athletes and Non-Athletes

Section 4 of the questionnaire dealt with what the respondents believed the scholastic eligibility requirement should be. Table XVII² gives data on the opinions of the athletes and non-athletes in the various groups included in this part of the study. The largest proportion of any group to fail to answer this section was two or 2.4 per cent of the eighty-four men teachers who had participated in athletics.

Table XVII shows that forty-four or 34.4 per cent of the 128 father athletes believed athletes should be required to pass four subjects the previous semester and be passing in four subjects during the current semester. Fifty-seven or 40.7 per cent of the 140 father non-athletes agreed. Only 4 per cent of the fathers who had taken part in organized team sports wanted four subjects the previous semester only while 12 per cent of the non-athletic fathers favored this rule. Sixty one or 47.7 per cent of the 128 father athletes were in favor of the present rule requiring athletes to pass three subjects the previous semester and be passing in three subjects during the current semester. Seven per cent fewer of the father non-athletes, fifty-seven or 40.7 per cent of the 140 in the group, favored this three subject both semester rule. Seven per cent of the fathers who had participated in athletics thought there should be no scholastic eligibility requirement while 4.3 per cent of the fathers who had not taken part in team sports held this view. Repeating some of the statistics in another form, about 34 per

2 See Table XVII, 151.

cent of the father athletes favored four subjects both semesters and about 48 per cent favored three subjects both semesters. About 41 per cent of the father non-athletes favored each of these requirements. Thus, it can be seen that percentage wise, the fathers who had taken part in organized team athletics believed in a more lenient eligibility requirement generally than did the fathers who had not been members of organized athletic teams.

The students who had participated in organized team athletics and the student non-athletes had about the same percentage who believed that athletes should pass four subjects the previous semester and be passing in four subjects during the current semester. About 32 per cent of the student athletes and 31 per cent of the student non-athletes wanted this rule. The Lane interscholastic athletes had a lower percentage of their group, about 25 per cent in favor of this four subjects both semesters rule. The students in all groups gave their chief support to the rule requiring athletes to pass three subjects the previous semester and be passing in three subjects during the current semester. About 45 per cent of the students who had taken part in organized team competition other than interscholastic, 41 per cent of the non-athletes and 55 per cent of the Lane interscholastic athletes favored this three subjects both semesters rule. This meant that the Lane team athletes had a much higher percentage in favor of this rule than the other two student groups. However, a higher percentage of each of the other two groups believed in having no scholastic eligibility requirement than did the Lane team athletes. About 10 per cent of the athletes, 12 per cent of the non-athletes and 7 per cent of the Lane team athletes wanted no scholastic eligibility requirement. The data showed, however, than in

general, the Lane team athletes furnished a larger percentage of respondents who favored more lenient requirements than did either of the other two groups. The athletes from other than interscholastic athletics and the non-athletes had about the same percentages of respondents in favor of the different proposed requirements.

The percentage of men teacher athletes who wanted higher scholastic eligibility requirements was greater than the percentage of teacher non-athletes who favored such requirements. Fifty-four or 64.3 per cent of the eighty-four men teachers who had taken part in organized team athletics favored requiring athletes to pass four subjects the previous semester and be passing in four subjects during the current semester. Twenty-seven or 50.9 per cent of the fifty-three men teachers who had not participated in organized team sports favored this four subjects both semester rule. This meant that over 13 per cent more of the teacher athletes than the teacher non-athletes favored having athletes pass four subjects the previous semester and be passing in four subjects during the current semester. Fewer teacher athletes than teacher non-athletes were in favor of the lower requirement of four subjects the previous semester only. Seven per cent of the teachers who had not participated in athletics wanted this requirement as compared to 4 per cent of the teachers who had participated in team sports. Twenty-two or 26.1 per cent of the eighty-four teacher athletes favored the present requirement that athletes pass three subjects the previous semester and be passing in three subjects during the current semester while seventeen or 32.1 per cent of the fifty-three teachers who had not taken part in organized team athletics were of the opinion that this three subjects both semesters

rule was satisfactory. Fewer than 2 per cent of either group believed there should be no scholastic eligibility requirement. Thus, the data throughout tended to show that percentage wise the teachers who had participated in organized team athletics were in favor of a higher scholastic eligibility requirement than were the teachers who had never taken part in team sports.

Fifty or 47.1 per cent of the 106 business and professional men who had participated in team athletics were in favor of requiring athletes to pass four subjects the previous semester and be passing in four subjects during the current semester. Twenty-four or 32.4 per cent of the seventy-four business and professional men who had not taken part in organized team athletics agreed with this opinion. This meant that about 15 per cent more of the athletes than the non-athletes among the business and professional men were in favor of this higher requirement of four subjects both semesters. About 15 per cent of the non-athletes wanted the requirement of four subjects the previous semester compared to about 4 per cent of the athletes. In addition, thirty-two or 43.2 per cent of the seventy-four business and professional men who had not taken part in team athletics were in favor of requiring three subjects the previous semester and three subjects during the current semester while this rule was favored by forty-two or 39.6 per cent of the 106 business and professional men who had participated in organized team sports. Fewer than 4 per cent of the athletes and 6 per cent of the non-athletes among the business and professional men believed that there should be no scholastic eligibility requirement. Although both groups believed that there should be a scholastic eligibility requirement, all the data tended to show that a larger percentage of athletes than non-athletes among the

business and professional men favored high eligibility requirements.

Summary of Opinions on the Scholastic Eligibility Requirement

This section showed that, in general, fathers and students who had participated in team athletics were inclined to be more lenient in regard to the scholastic eligibility requirement than were fathers and students who had not taken part in organized team sports. The reverse was true for the men teachers and the business and professional men. This was especially the case with the men teachers who had taken part in organized team athletics. Almost 65 per cent of these athletes and former athletes favored a requirement that athletes should pass four subjects the previous semester and be passing in four subjects during the current semester.

4. Opinions of Athletes and Non-Athletes as to Responsibility for the Athletic Program

Data from Section 5 of the questionnaire were concerned with the problem of who should make the final decisions about the organization of athletics at Lane within the rules that apply to all Chicago public high schools. Table XVIII³ reveals the opinions of the athletes and non-athletes in the various groups as to who should bear the responsibility for the athletic program at Lane. Only a small percentage of any group failed to answer this section. The percentages of those not answering ranged from 0 per cent for the non-athletes among the business and professional men to 1.9

³ See Table XVIII, 154.

**SUBJECT ELIGIBILITY REQUIREMENT IN THE JUDGMENT OF
ATHLETES AND NON-ATHLETES**

[illegible]

per cent for the business and professional men who had participated in athletics and 1.9 per cent for the teacher non-athletes.

Table XVIII shows that sixty-two or 48.5 per cent of the 128 father athletes and sixty-one or 43.6 per cent of the 140 father non-athletes were in favor of having the athletic director and the principal organize the athletic program. This view was shared by forty-three or 51.3 per cent of the eighty-four men teacher athletes and twenty-four or 45.3 per cent of the fifty-three teacher non-athletes. Two hundred and ninety-eight or 36.9 per cent of the 808 student athletes, ninety-seven or 33.1 per cent of the 293 Lane team athletes, and one hundred and forty-one or 35.9 per cent of the 393 student non-athletes believed the athletic director and the principal should be responsible. The percentages for the student groups were much lower than those for the other groups. Most of the business and professional men had a different opinion from the students. Sixty-two or 58.5 per cent of the 106 business and professional men who had participated in team athletics believed the athletic director and the principal should make the final decisions about the athletic organization. Forty-eight or 64.9 per cent of the seventy-four business and professional men who had not taken part in team sports shared this opinion. Thus, about half of the father athletes, a slight majority of the teacher athletes, and a large majority of the athletes and non-athletes among the business and professional men believed the athletic director and the principal should be responsible for the organization of the athletic program. This opinion was shared by about one-third of the respondents in the student athlete and non-athlete groups and almost one-half of the teacher non-athletes.

Minor support was given to the proposal to place the responsibility for Lane athletics with the director of athletics of the Chicago schools. About 20 per cent of both father groups, about 20 per cent of the three student groups, approximately 12 per cent of the business and professional men athlete group and about 8 per cent of the business and professional men non-athlete group supported this proposal. Less than 5 per cent of the teacher athletes and 4 per cent of the teacher non-athletes believed the director of athletics of the Chicago schools should conduct the Lane program.

Minor support was also given to have the principal and a committee of teachers organize and administer athletics. The strongest support for this plan came from the two teacher groups. Twenty-eight or 33.3 per cent of the eighty-four men teachers who had taken part in organized team athletics and fourteen or 26.4 per cent of the fifty-three teacher non-athletes favored this form of athletic administration. This opinion on the part of so many teachers may have been the result of the practice at Lane of consulting teachers and appointing teacher-administrator committees to work on various educational problems. The larger percentage of teacher athletes than teacher non-athletes who favored the principal-teacher committee may have been due to the teacher athletes feeling that they were familiar with athletic problems because of their experience in competitive athletics.

About 19 per cent of the father athletes, 27 per cent of the father non-athletes, 35 per cent of the student athletes, 42 per cent of the Lane team athletes and 33 per cent of the student non-athletes believed the coaches should direct the athletic program. This view was held by much smaller percentages of the other groups. Only about 10 per cent of the non-

TABLE XVIII

OPINIONS OF ATHLETES AND NON-ATHLETES AS TO RESPONSIBILITY FOR ATHLETICS

Group	Total	Athletic director and principal		Coaches		Principal-teacher committee		Principal		Director of athletics Chicago Schools		No answer	
	No.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
Athletes													
Fathers	128	62	48.5	25	19.5	12	9.4	3	2.3	25	19.5	1	0.8
Men teachers	84	43	51.3	2	2.3	28	33.3	6	7.1	4	4.8	1	1.2
Students	808	298	36.9	283	35.0	36	4.4	6	0.7	180	22.4	5	0.6
Business and professional men	106	62	58.5	7	6.6	20	18.9	2	1.9	13	12.2	2	1.9
Lane team athletes	293	97	33.1	123	42.0	8	2.7	2	0.7	61	20.8	2	0.7
Non-athletes													
Fathers	140	61	43.6	38	27.1	13	9.3	0	0.0	26	18.6	2	1.4
Men teachers	53	24	45.3	6	11.3	14	26.4	6	11.3	2	3.8	1	1.9
Students	393	141	35.9	129	32.8	29	7.4	3	0.8	86	21.9	5	1.2
Business and professional men	74	48	64.9	8	10.8	10	13.5	2	2.7	6	8.1	0	0.0

athletes and 7 per cent of the athletes among the business and professional men shared this opinion. About 11 per cent of the teacher non-athletes favored administration by the coaches. However, it was the teachers who had taken part in organized team athletics who furnished the smallest percentage of respondents in favor of control by the coaches. Only two or 2.3 per cent of the eighty-four teachers who had participated in team sports supported this proposal.

Summary of Evaluations of Responsibility for Athletics

The data shown in Table XVIII revealed that the plan to have the athletic director and the principal share the responsibility for the organization of the athletic program received more support from every group, both athletes and non-athletes, than any other proposal. It was the only proposal to receive the majority vote of the respondents in any group. The teacher athletes and the athletes and non-athletes among the business and professional men gave a majority opinion in favor of the athletic director and the principal making the final decisions about the athletic program. Little support was given to have the principal alone direct athletics. Administration by coaches by the principal and a committee of teachers or by the director of athletics for the Chicago schools received minor support.

5. Evaluation by Athletes and Non-Athletes of the Effect of Athletics on School and Student Morale

Section 6 of the questionnaire dealt with the effect of the inter-

scholastic athletic program on school and student morale. Table XIX⁴ shows the opinions of the athletes and non-athletes in the various groups in regard to this question. The percentage of those failing to answer this section ranged from 0 per cent for four groups to 1.8 per cent for the men teachers who had not taken part in team athletics.

Table XIX shows only one of the 128 father athletes and one of the 140 father non-athletes failed to rate the athletic program favorably as a morale builder. These two believed athletics did not affect morale. No father believed athletics affected morale adversely. However, 101 or 78.9 per cent of the father athletes compared to 103 or 73.6 per cent of the father non-athletes thought athletics did a great deal to build morale. Thus, about 6 per cent more of the father athletes than the father non-athletes gave the top rating to the athletic program as a school and student morale builder.

Seventy-six or about 91 per cent of the eighty-four men teachers who had participated in team sports believed the athletic program helped or did a great deal to build morale. Forty-four or about 83 per cent of the fifty-three teacher non-athletes also held these opinions. Thus, the large majority of both groups favored athletics as a morale builder. However, 8 per cent more of the teacher athletes than the teacher non-athletes were of this opinion. In addition, a larger percentage of the teacher athletes, forty-eight or 57.2 per cent, than of the teacher non-athletes, twenty or 37.8 per cent, believed that the athletic program did a great deal to build

4 See Table XIX, 158.

school and student morale. This meant that 20 per cent more of the teacher athletes than the teacher non-athletes thought that the athletic program did a great deal to build morale. Percentage wise the teachers who had taken part in team athletics were far more of the opinion than the teachers who had not participated in team sports that the interscholastic athletic program developed good school and student morale.

Table XIX shows that every business and professional man who had participated in team sports believed the athletic program helped morale at least to some extent. Eighty-two or 77.3 per cent of this group thought that Lane athletics did a great deal to build school and student morale. The business and professional men who had not taken part in team athletics also believed strongly in athletics as a morale builder. Seventy or 95.6 per cent of the seventy-four men in this group thought athletics helped morale either a great deal or to some extent. This percentage was only 4 per cent less than the percentage of their athletic colleagues who had expressed these opinions. However, only forty-six or 62.2 per cent of the business and professional men who had not participated in athletics thought the athletic program did a great deal to build morale. This meant that 15 per cent more of the athletes than the non-athletes were of this opinion. Thus, percentage wise the business and professional men who had taken part in team athletics were more in favor of the interscholastic athletic program as a morale builder than were the business and professional men who had never been members of athletic teams.

In the student groups, 80.3 per cent of the athletes, 83.6 per cent of the Lane team athletes, and 75.6 per cent of the non-athletes believed the

TABLE XIX

EVALUATION BY ATHLETES AND NON-ATHLETES OF THE EFFECT
OF ATHLETICS ON SCHOOL MORALE

	Total	Does much to build good morale		Helps mo- rale to some extent		Little ef- fect on morale		Lowers morale		Causes very poor morale		No an- swer	
	No.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
Athletes													
Fathers	128	101	78.9	25	19.5	1	0.8	0	0.0	0	0.0	1	0.8
Men teachers	84	48	57.2	28	33.3	8	9.5	0	0.0	0	0.0	0	0.0
Students	808	647	80.3	144	17.9	7	0.8	2	0.2	4	0.4	4	0.4
Business and pro- fessional men	106	82	77.3	24	22.7	0	0.0	0	0.0	0	0.0	0	0.0
Lane team athletes	293	245	83.6	45	15.4	2	0.7	0	0.0	1	0.3	0	0.0
Non-athletes													
Fathers	140	103	73.6	35	25.0	1	0.7	0	0.0	0	0.0	1	0.7
Men teachers	53	20	37.8	24	45.3	8	15.1	0	0.0	0	0.0	1	1.8
Students	393	297	75.6	78	19.8	8	2.0	4	1.0	0	0.0	6	1.6
Business and pro- fessional men	74	46	62.2	24	32.4	2	2.7	0	0.0	2	2.7	0	0.0

athletic program did a great deal to build good school and student morale. Here again, although to a lesser degree, the athletes held a higher opinion of Lane interscholastic athletics as a morale builder than did the non-athletes.

Summary of Evaluation of the Effect of Athletics on Morale

The large majority of respondents in all groups, those who had participated in team sports and those who had not, believed that the interscholastic athletic program helped morale at least to some extent. The difference in opinion between the athletes and the non-athletes was a difference in opinion as to the degree to which athletics was a morale builder. A larger percentage of the athletes than the non-athletes in the various groups believed the interscholastic athletic program did a great deal to build good school and student morale. This was especially the case for the men teachers and the business and professional men where much larger percentages of the athletes than the non-athletes believed that Lane interscholastic athletics build good school and student morale rather than helping to build morale to some extent.

6. Athletes and Non-Athletes Opinions of Teacher Attitudes in Marking Athletes

Section 7 of the questionnaire was concerned with whether the teachers favored Lane athletes, treated them the same as other students, or

did not treat them as favorably as other students. Table XI⁵ shows the opinions of the athletes and non-athletes in the various groups in regard to this question. A generally larger percentage of the respondents in the various groups failed to answer Section 7 than failed to answer any of the other sections. It was very much higher for some of the groups. Eight or 5.8 per cent of the 140 father non-athletes, 4 or 7.5 per cent of the fifty-three teacher non-athletes and fourteen or 13.2 per cent of the business and professional men who had participated in athletics, did not reply to this section. As mentioned in the previous chapter comments on some of the questionnaires indicated that the respondents did not feel qualified to answer this question because of lack of close acquaintance with the teachers. Several respondents commented that the whole question depended on the individual teacher concerned since favoritism or bias was not general among teachers. Most of the respondents who did not reply to this section made no comment so it was not possible to obtain information as to why as many as 13 per cent of the athletes among the business and professional men did not answer.

Table XI shows that a majority of all the groups believed that the Lane teachers treated all students the same. Ninety-two or 71.8 per cent of the 128 father athletes and one hundred and one or 72.1 per cent of the 140 father non-athletes held this opinion. The same view was held by sixty-one or 72.7 per cent of the eighty-four teacher athletes and forty or 75.5 per

5 See Table XX, 162.

cent of the fifty-three teacher non-athletes. Four hundred and ninety-eight or 61.7 per cent of the 808 student athletes, one hundred and ninety-seven or 67.2 per cent of the 293 Lane team athletes and two hundred and seventy-three or 69.5 per cent of the 393 student non-athletes thought teachers were objective in their attitude toward athletes and other students. This opinion was shared by sixty-seven or 63.2 per cent of the 106 business and professional men who had participated in team athletics and fifty or 67.6 per cent of the seventy-four business and professional men who had not taken part in team sports. It should be noted that in every category, parents, teachers, students and business and professional men, a slightly higher percentage of non-athletes than athletes believed the teachers were objective. The differences were small ranging from 1 per cent to 4 per cent but occurred in every category. However, a substantial majority of all the respondents in all groups thought the teachers were impartial and treated the athletes the same as they treated the other students.

A considerable percentage of every group believed the teachers favored Lane team athletes. About 19 per cent of the father athletes and 21 per cent of the father non-athletes were of this opinion which was shared by 21 per cent of the teacher athletes and 17 per cent of the teacher non-athletes. About 33 per cent of the student athletes, 26 per cent of the Lane team athletes and 26 per cent of the student non-athletes believed the teachers favored Lane athletes. Also of this opinion were about 22 per cent of the athletes and 26 per cent of the non-athletes among the business and professional men. Thus, a considerable percentage of the athletes as well as

TABLE II

ATHLETE AND NON-ATHLETE OPINIONS OF TEACHER ATTITUDE
IN MARKING LANE ATHLETES AND NON-ATHLETES

Group	Total	Favorable to athletes		No difference		Unfavorable to athletes		No answer	
	No.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
Athletes									
Fathers	128	24	18.8	92	71.8	7	5.5	5	3.9
Men teachers	84	18	21.4	61	72.7	1	1.2	4	4.7
Students	808	268	33.2	498	61.7	27	3.3	15	1.8
Business and professional men	106	24	22.7	67	63.2	1	0.9	14	13.2
Lane team athletes	293	75	25.6	197	67.2	18	6.2	3	1.0
Non-athletes									
Fathers	140	30	21.4	101	72.1	1	0.7	8	5.8
Men teachers	53	9	17.0	40	75.5	0	0.0	4	7.5
Students	393	101	25.7	273	69.5	10	2.5	9	2.3
Business and professional men	74	21	28.4	50	67.6	1	1.3	2	2.7

the non-athletes in all the groups believed Lane team athletes were favored by teachers.

Very small percentages of the various groups believed Lane athletes received unfavorable treatment from teachers. The father athletes had the highest percentage to hold this view. Low percentages of the other groups, athletes and non-athletes, believed the teachers were unfavorable to Lane athletes with no one among the teacher non-athletes holding this opinion.

Summary of the Opinions of Athletes and Non-Athletes As Regards Teacher Attitude Toward Lane Athletes

The data showed that the large majority of athletes and non-athletes in all groups believed that the teachers treated Lane athletes the same as other students. Substantial percentages of all the groups including the athletes thought the athletes were favored. Only a small percentage of any group thought the athletes were treated unfairly by the teachers.

7. The Most Desirable Source of Money For Athletic Equipment in Judgment of Athletes and Non-Athletes

Section 8 of the questionnaire dealt with the problem of obtaining money for the purchase of athletic equipment. Table XXI⁶ shows the most desirable source of funds for athletic equipment in the opinions of the

6 See Table XXI, 168.

athletes and non-athletes in the various groups. Only a small percentage of the respondents failed to answer this question. The largest proportion of any group to fail to answer was 2.3 per cent of the men teacher athletes.

Table XXI shows that percentage wise the non-athletes were more in favor of having the purchase of athletic equipment financed from gate receipts than were the athletes. Fifty-four or 42.2 per cent of the 128 father athletes and sixty-six or 47.1 per cent of the father non-athletes favored this plan. Also in favor of athletic financing through ticket sales were twenty-six or 31 per cent of the eighty-four teacher athletes and twenty-four or 45.3 per cent of the fifty-three teachers who had not taken part in team athletics. This opinion was shared by three hundred and four or 37.7 per cent of the 808 student athletes, one hundred and four or 35.5 per cent of the 293 Lane team athletes and one hundred and sixty-one or 41 per cent of the 393 student non-athletes. Thirty-nine or 36.8 per cent of the 106 business and professional men who had participated in team athletics and thirty-four or 45.9 per cent of the seventy-four business and professional men who had not taken part in team sports thought only gate receipts should be used. This meant that 5 per cent more of the father non-athletes than the father athletes, 16 per cent more of the teacher non-athletes than the teacher athletes, and 9 per cent more of the non-athletes than the athletes among the business and professional men believed money from ticket sales should be used to purchase athletic equipment. Among the students, 5 per cent more of the student non-athletes than the Lane team athletes believed in financing athletics from gate receipts. Therefore, on a percentage basis, the non-athletes among the

fathers, teachers, students and business and professional men were more in favor of using the money from ticket sales to finance the purchase of athletic equipment than were the athletes.

More athletes than non-athletes believed that the money for the purchase of equipment should come from gate receipts and tax money. Forty-six per cent of the father athletes as compared to 44.3 per cent of the father non-athletes held this opinion which was shared by 56.6 per cent of the teacher athletes as compared to 41.5 per cent of the teacher non-athletes. About 55 per cent of the student athletes and 55 per cent of the Lane athletes favored using a combination of gate receipts and tax money and 41 per cent of the student non-athletes agreed. This plan was approved by 55 per cent of the athletes and 40.6 per cent of the non-athletes among the business and professional men. Thus, a higher percentage of the athletes than the non-athletes in every category approved of the use of tax money and gate receipts. The greatest differences were between the teacher athletes and the teacher non-athletes and between the athletes and the non-athletes among the business and professional men. In each of these cases 15 per cent more of the athletes than the non-athletes believed gate receipts supplemented with tax money should be used to finance the purchase of athletic equipment.

Only minor support was given to the proposal to use tax money to purchase athletic equipment. The teachers furnished the largest proportion of respondents favoring this plan with 13 per cent of both the teacher athletes and the teacher non-athletes signifying their approval. While only 3.8 per cent of the business and professional men who had taken part in

athletics approved of using tax money, 12.2 per cent of the business and professional men who had not participated in team sports were in favor of this plan. However, the proposal to use tax money received less support from any group than either of the other two plans.

It should be noted that the majority of respondents in every group were in favor of using tax money either by itself or with gate receipts to finance the purchase of athletic equipment. This included 57 per cent of the father athletes, 69.7 per cent of the teacher athletes, 61.6 per cent of the student athletes, 61.3 per cent of the business and professional men who had participated in athletics, 64.5 per cent of the Lane team athletes, 52.2 per cent of the father non-athletes, 54.7 per cent of the teacher non-athletes, 57.5 per cent of the student non-athletes and 52.8 per cent of the business and professional men who had not participated in team sports. Thus, over half of the respondents, athletes and non-athletes, among the parents, teachers, students and business and professional men, approved of using tax money to finance the purchase of athletic equipment either by itself or with gate receipts.

Summary of Opinions on the Source of Money for Athletic Equipment

Section 8 of the questionnaire revealed that percentage wise more non-athletes than athletes believed the purchase of athletic equipment should be financed from gate receipts. This was true for all groups, fathers, teachers, students and business and professional men. On the other hand, more athletes than non-athletes in these groups, on a percentage basis, thought

gate receipts and tax money should be used. Only a small percentage of any group thought tax money only should be used. However, a majority of all respondents in all groups, athletes and non-athletes, approved of the use of tax money, either by itself or in combination with gate receipts, to finance the purchase of athletic equipment. Percentage wise more athletes than non-athletes in every group favored these combined proposals.

8. Opinions of Athletes and Non-Athletes as to the Desirability of Out-of-Season Practice

Section 9 of the questionnaire obtained information about the desirability of out-of-season practice, particularly Spring football practice, in the opinions of the respondents. Table XXII⁷ shows the opinions of athletes and non-athletes as to the desirability of out-of-season practice. The largest proportion of any group who failed to answer this section was 4 per cent of the business and professional men who had not taken part in team athletics.

Table XXII shows that a considerable majority of the respondents in every category thought that either out-of-season practice was very necessary or that a four week practice period was desirable. Holding this opinion were one hundred and ten or 86.2 per cent of the 128 father athletes and one hundred twenty-three or 87.9 per cent of the 140 father non-athletes. Fifty-six or 66.6 per cent of the eighty-four teacher athletes and thirty-nine or 73.6 per cent of the fifty-three teacher non-athletes agreed. Among the

See Table XXII, 172.

TABLE XXI

MOST DESIRABLE SOURCE OF MONEY FOR EQUIPMENT IN JUDGMENT
OF ATHLETES AND NON-ATHLETES

Group	Total	Ticket sales		Tax money		Tax money and ticket sales		No answer	
	No.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
Athletes									
Fathers	128	54	42.2	14	10.9	59	46.1	1	0.8
Men teachers	84	26	31.0	11	13.1	45	56.6	2	2.3
Students	806	304	37.7	58	7.2	440	54.4	6	0.7
Business and professional men	106	39	36.8	4	3.8	61	57.5	2	1.9
Lane team athletes	293	104	35.5	28	9.5	161	55.0	0	0.0
Non-athletes									
Fathers	140	66	47.1	11	7.9	62	44.3	1	0.7
Men teachers	53	24	45.3	7	13.2	22	41.5	0	0.0
Students	393	161	41.0	35	8.9	191	48.6	6	1.5
Business and professional men	74	34	45.9	9	12.2	30	40.6	1	1.3

students, seven hundred and thirty-three or 90.8 per cent of the 808 student athletes, two hundred and sixty-nine or 91.9 per cent of the 293 Lane team athletes and three hundred and forty-four or 87.7 per cent of the 393 student non-athletes believed either that out-of-season practice was very necessary or four weeks practice was desirable. These opinions were shared by seventy-two or 78 per cent of the 106 business and professional men who had taken part in athletics and fifty-five or 74.5 per cent of the business and professional men who had never participated in team sports. Thus, the majority of the respondents, athletes and non-athletes, in all groups, were in favor of out-of-season practice. In the case of the fathers, 3 per cent more of the non-athletes than of the athletes favored such practice. The same situation prevailed with the teachers with 7 per cent more of the non-athletes than the athletes approving of out-of-season practice. In the other groups, the percentages of the athletes favoring out-of-season practice was greater than the percentages of non-athletes who believed such practice was either necessary or desirable.

Many of the groups differed in the percentages of respondents who believed that out-of-season practice was very necessary or that four weeks practice was desirable. Forty-four per cent of the father athletes thought it was very necessary and 42.2 per cent believed it was desirable. Little difference from these opinion was expressed the the father non-athletes, of whom 42.9 per cent thought out-of-season practice was very necessary and 45 per cent thought four weeks practice was desirable. Among the teacher athletes, only 16.6 per cent believed such practice was very necessary while 50 per cent thought it was desirable. The same trend of opinion was shown by

the teacher non-athletes. Seventeen per cent were of the opinion that out-of-season practice was necessary and 56.6 per cent believed it was desirable. Among the business and professional men, 24.6 per cent of the athletes and 16.3 per cent of the non-athletes thought out-of-season practice was very necessary. About 43 per cent of the athletes and 53 per cent of the non-athletes believed it was desirable. Among the students 56.6 per cent of the student athletes, 57.7 per cent of the Lane athletes, and 49.3 per cent of the student non-athletes believed out-of-season practice was very necessary while 34.2 per cent of the student athletes, 34.2 per cent of the Lane team athletes and 38.4 per cent of the student non-athletes thought four weeks practice was desirable. Two per cent more of the father athletes than the father non-athletes, less than 1 per cent more of the teacher athletes than the teacher non-athletes, 7 per cent more of the student and Lane athletes, and about 7 per cent more of the athletes than the non-athletes among the business and professional men believed that out-of-season practice was very necessary. None of these differences was more than 7 per cent and the average difference was much smaller.

Only four groups gave much support to the proposal to discontinue out-of-season practice and that was minor compared to the support given in favor of such practice. About 14 per cent of the teacher athletes, 15 per cent of the teacher non-athletes, 13 per cent of the business and professional men who had taken part in team athletics and 11 per cent of the business and professional men who had never participated in organized team sports believed out-of-season practice should be discontinued. Very small percentages of the student groups believed such practice should be abolished.

Only minor percentages of the various groups thought it made little difference whether out-of-season practice was held. The largest percentages who held this opinion came from the teacher athletes with 10.7 per cent, the athletes among the business and professional men with 10.4 per cent, the teacher non-athletes with 8.6 per cent and the non-athletes among the business and professional men with 10.8 per cent.

Very little support was given by any group to the proposal to limit out-of-season practice further.

It should be noted that two groups of athletes furnished substantial percentages of their numbers who did not favor out-of-season practice as permitted now. About 30 per cent of the teacher athletes and 29 per cent of the business and professional men thought that out-of-season practice made little difference or that it should be curtailed or discontinued.

Summary of Opinions on the Desirability of Out-of-Season Practice

The data from section 9 of the questionnaire revealed no clear out pattern showing that athletes, on the whole, favored or disapproved of out-of-season practice more than non-athletes. Varied opinions were given by athletes in the different groups. The large percentage of respondents, athletes and non-athletes, believed either that out-of-season practice was very necessary or that four weeks practice was desirable.

9. Opinions of Athletes and Non-Athletes as to the Most Desirable Compensation for Coaching

Section 10 of the questionnaire dealt with the problem of paying for

TABLE XXII

OPINION OF ATHLETES AND NON-ATHLETES AS TO DESIRABILITY
OF OUT-OF-SEASON PRACTICE

Group	Total	Very necessary		Four weeks practice desirable		Makes little difference		Limit such practice further		Discontinue such practice		No answer	
	No.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
Athletes													
Fathers	128	56	44.0	54	42.2	6	4.6	2	1.5	7	5.4	3	2.3
Men teachers	84	14	16.6	42	50.0	9	10.7	4	4.8	12	14.3	3	3.6
Students	808	457	56.6	276	34.2	22	2.7	20	2.5	20	2.5	13	1.5
Business and professional men	106	38	24.6	46	43.4	11	10.4	6	5.6	14	13.2	3	2.8
Lane team athletes	293	169	57.7	100	34.2	4	1.3	9	3.1	10	3.4	1	0.3
Non-athletes													
Fathers	140	60	42.9	63	45.0	12	8.6	1	0.7	3	2.1	1	0.7
Men teachers	53	9	17.0	30	56.6	5	9.4	0	0.0	8	15.1	1	1.9
Students	393	194	49.3	150	38.4	19	4.8	10	2.5	12	3.0	8	2.0
Business and professional men	74	12	16.3	43	58.1	8	10.8	0	0.0	8	10.8	3	4.0

coaching. As explained in the previous chapters, coaches at Lane do not receive extra pay but are given time compensation in the form of reduced class loads and are permitted to start work later in the day than other teachers. Table XXIII⁸ shows the information received from the respondents included in this part of the study. The largest proportion of respondents in any category who failed to answer Section 10 was 10 per cent of the athletes among the business and professional men.

Table XXIII shows that the proposal to compensate for coaching by giving the coaches time compensation received the most support. Sixty-two or 48.5 per cent of the 128 father athletes, sixty-one or 72.8 per cent of the eighty-four teacher athletes, three hundred and thirty-two or 39.8 per cent of the 808 student athletes, ninety-nine or 33.8 per cent of the 293 Lane athletes and fifty-three or 50 per cent of the 106 athletes among the business and professional men approved of time compensation. Also approving were sixty-four or 45.7 per cent of the 140 father non-athletes, thirty-eight or 71.8 per cent of the fifty-three teacher non-athletes, one hundred and sixty-eight or 42.7 per cent of the 393 student non-athletes and forty-four or 59.5 per cent of the seventy-four business and professional who had never taken part in organized team athletics. There was little difference between the opinions of the athletes and the non-athletes except among the business and professional men where over 9 per cent more of the non-athletes than the athletes believed in time compensation for coaching.

The proposal to give extra pay for coaching received minor support,

⁸ See Table XXIII, 176.

ranging from 11.7 per cent of the father athletes to 20.5 per cent of the Lane athletes. Almost 8 per cent more of the father non-athletes than the father athletes believed the coaches should receive extra pay. In every other group a slightly larger percentage of athletes than non-athletes approved of extra pay for coaching.

Little support was given to the proposal to pay coaches bonuses varying with the sport. The range was from 3.8 per cent of the teacher non-athletes to 14 per cent of the Lane athletes. The only category other than the Lane athletes that had as many as 10 per cent of the respondents in favor of paying bonuses varying with the sport was the student non-athlete group with 11.2 per cent. Thus, neither the athletes nor the non-athletes approved strongly of this bonus plan.

Only 2.3 per cent of the teacher athletes thought non-teaching coaches should be employed while 7.5 per cent of the teacher non-athletes held this opinion. About 23 per cent of the father athletes, 18 per cent of the student athletes, 21 per cent of the athletes among the business and professional men, 12 per cent of the Lane athletes, 17 per cent of the father non-athletes, 18 per cent of the student non-athletes and 14 per cent of the non-athletes among the business and professional men approved of employing non-teacher coaches. The greatest difference between athletes' and non-athletes' opinions on this proposal was between those of the athletes and non-athletes among the business and professional men. In these groups, about 7 per cent more of the athletes than the non-athletes were in favor of employing non-teacher coaches. But, this difference was not as great as the difference between the athletes among the business and professional men and the teacher

athletes. Almost 19 per cent more business and professional men who had taken part in team athletics than teacher athletes approved of employing non-teacher coaches. However, in terms of the percentages of respondents in the various groups who approved of the proposal, the plan to employ non-teacher coaches received support of a minor nature.

Minor support was also given the proposal to pay coaches bonuses varying with the success of their teams. The student groups gave this plan the most support with 14 per cent of the student athletes, 18.1 per cent of the Lane athletes and 14 per cent of the student non-athletes favoring it. No other group, either of athletes or non-athletes, had as many as 10 per cent of its members in favor of paying coaches bonuses varying with the success of their teams. All the teachers, athletes and non-athletes, were opposed to it as were over 98 per cent of the athletes among the business and professional men.

Only one group, the Lane team athletes, had a majority of members who approved of paying coaches more money either through bonuses or extra pay. When the number of Lane athletes who approved of giving the coaches extra pay was combined with the members who approved the two bonus plans, it was found that 52.5 per cent of this group favored some form of extra monetary compensation for coaching.

Summary of Opinions as to the Most Desirable Compensation for Coaching

Although opinion was divided as to the most desirable method of compensating for coaching, it was not divided according to whether the

TABLE XXIII

OPINION OF ATHLETES AND NON-ATHLETES AS TO MOST DESIRABLE
COMPENSATION FOR COACHING

Group	Total	Extra pay		Bonus vary- ing with sport		Time com- pensation		Employ non- teacher coaches		Bonus vary- ing with success		No an- swer	
	No.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
Athletes													
Fathers	128	15	11.7	8	6.3	62	48.5	29	22.7	12	9.3	2	1.5
Men teachers	84	14	16.6	16	7.1	61	72.8	2	2.3	0	0.0	1	1.2
Students	808	123	15.2	78	9.7	322	39.8	146	18.1	114	14.1	25	3.1
Business and pro- fessional men	106	15	14.1	9	8.5	53	50.0	22	20.8	2	1.9	5	4.7
Lane team athletes	293	60	20.5	41	14.0	99	33.8	35	11.9	53	18.1	5	1.7
Non-athletes													
Fathers	140	27	19.3	9	6.5	64	45.7	24	17.1	11	7.8	5	3.6
Men teachers	53	8	15.1	2	3.8	38	71.8	4	7.5	0	0.0	1	1.8
Students	393	49	12.5	44	11.2	168	42.7	71	18.1	55	14.0	6	1.5
Business and pro- fessional men	74	8	10.8	3	4.0	44	59.5	10	13.6	6	8.1	3	4.0

respondents were athletes or non-athletes. The most support for any proposal was given to the time compensation plan. In Chapter II, it was pointed out that many cities now give extra pay or bonuses varying with the sport as compensation for coaching. It was apparent that the majority of the respondents in this study were not in favor of these methods of compensation. Although a majority opinion was not given in favor of any of the proposals the athletes did not approve of extra pay or bonuses to a much greater degree than the non-athletes. With the exception of the Lane interscholastic athletes, the respondents who had participated in organized team sports were little more in favor of giving the coaches extra pay or special bonuses than were the non-athletes.

10. Evaluation of Athletes and Non-Athletes of the Effect of Athletic Publicity

Section 11 of the questionnaire was concerned with whether publicity about Lane interscholastic athletics formed favorable or unfavorable public opinion and was good or bad for the school in general. Table XXIV⁹ shows the evaluations given by the athletes and non-athletes. The largest proportion of any group to fail to answer this section was 4.8 per cent of the men teacher athletes.

Table XXIV shows that a high percentage of both athletes and non-athletes in all groups believed that publicity about the athletic program formed favorable public opinion and was good for the school. There was no

9 See Table XXIV, 177A

TABLE XXIV

EVALUATION BY ATHLETES AND NON ATHLETES OF THE EFFECT
OF ATHLETIC PUBLICITY ON SCHOOL

Group	Total	Favorable effect - good for school		No effect - makes no difference		Unfavorable effect - bad for school		No answer	
	No.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
Athletes									
Fathers	128	111	86.7	13	10.1	3	2.3	1	0.8
Men teachers	84	66	78.6	12	14.3	2	2.3	4	4.8
Students	808	783	91.4	41	5.1	14	1.7	15	1.8
Business and professional men	108	87	82.2	15	14.1	3	2.8	1	0.9
Lane team athletes	293	281	96.0	10	3.4	1	0.3	1	0.3
Non-athletes									
Fathers	140	129	92.2	7	5.0	2	1.4	2	1.4
Men teachers	53	40	75.5	11	20.9	1	1.8	1	1.8
Students	393	349	88.8	25	6.4	9	2.3	10	2.5
Business and professional men	74	65	87.9	6	8.1	1	1.3	2	2.7

trend indicating that athletes were more or less favorable to the effects of athletic publicity than non-athletes. One hundred and eleven or 86.7 per cent of the 128 father athletes rated the athletic publicity favorably and the same evaluation was given by one hundred and twenty-nine or 9.2 per cent of the father non-athletes. Thus, 5.5 per cent more of the father non-athletes believed athletic publicity was good for the school. On the other hand, sixty-six or 78.6 per cent of the eighty-four teacher athletes and forty or 75.5 per cent of the fifty-three teacher non-athletes believed athletic publicity helped the school. Here, 3 per cent more of the athletes than the non-athletes thought athletic publicity had a favorable effect. Among the students, seven hundred and thirty-eight or 91.4 per cent of the 806 student athletes, two hundred and eighty-one or 96 per cent of the 293 Lane athletes, and three hundred and forty-nine or 88.8 per cent of the 393 student non-athletes believed athletic publicity was good for the school. In these groups, almost 3 per cent more of the student athletes and about 7 per cent more of the Lane athletes than the student non-athletes thought athletic publicity created favorable public opinion. The business and professional men presented a different picture. Eighty-seven or 82.2 per cent of the 106 athletes and sixty-five or 87.9 per cent of the seventy-four non-athletes thought athletic publicity formed favorable public opinion. This meant that over 7 per cent more of the non-athletes than the athletes among the business and professional men believed publicity about interscholastic athletics was good for the school. Thus, among the teachers and students, higher percentages of the athletes than of the non-athletes reacted favorably to the effect of

athletic publicity. On the other hand, among the fathers and the business and professional men, higher percentages of the non-athletes than of the athletes approved of the effect of athletic publicity on the formation of public opinion. There was, then, in general, no stronger feeling among the athletes than among the non-athletes that athletic publicity was good for the school.

The situation described above was emphasized by comparisons of the percentages of the various groups who believed either that athletic publicity had no effect or had an unfavorable effect on public opinion and the school. About 10 per cent of the father athletes thought athletic publicity had no effect and 2.5 per cent believed it had an unfavorable effect. Among the father non-athletes 5 per cent thought there was no effect and 1.4 per cent thought the effect was unfavorable. Thus, about twice as many father athletes as father non-athletes believed athletic publicity had no effect or an unfavorable effect. The reverse situation held for the teachers where about 6 per cent more of the non-athletes than the athletes believed that athletic publicity had no effect. Among the students a higher percentage of non-athletes than athletes believed that athletic publicity had no effect or an unfavorable effect. The reverse was true for the business and professional men. Here, 6 per cent more of the athletes than the non-athletes thought athletic publicity had no effect and 1.5 per cent more believed it had an unfavorable effect. Thus, there was no definite line drawn between the evaluations of the athletes and the non-athletes. In some groups a higher percentage of non-athletes than athletes thought athletics had no effect or an unfavorable effect. In other groups, percentage wise, more athletes than non-

athletes gave these opinions.

Summary of Evaluations of the Effect of Athletic Publicity

High percentages of respondents in all groups, athletes and non-athletes, believed that athletic publicity formed favorable public opinion and was good for the school. In some categories, higher percentages of the athletes than the non-athletes believed that athletic publicity reacted favorably of the school. However, in other groups, higher percentages of non-athletes than athletes held this opinion. The same situation prevailed where the respondents believed athletic publicity had no effect or an unfavorable effect on the school. There was, therefore, no evidence that participation in team athletics had any influence on the opinions of the respondents generally in this study as far as the effect of athletic publicity on public opinion and the school was concerned.

C. Summary of the Evaluation of the Lane Inter- scholastic Athletic Program by Athletes and Non-Athletes in Various Groups

In this chapter Sections 2 through 11 of the questionnaire study were analyzed to obtain evaluations of the interscholastic athletic program by the athletes and the non-athletes among the fathers, the men teachers, the students and the business and professional men included in this investigation.

Data from Section 2 showed that among the respondents in this study were included 128 father athletes, 140 father non-athletes, eighty-four men teacher athletes, fifty-three men teacher non-athletes, 808 student athletes,

293 Lane team athletes, 393 student non-athletes and 108 athletes and seventy-four non-athletes among the business and professional men.

Section 3 showed that large percentages of both the athletes and the non-athletes in all the groups believed the interscholastic athletic program was either very necessary or desirable. A larger percentage of athletes than non-athletes thought athletics was very necessary.

Section 4 revealed that, in general, the father athletes and the Lane athletes were inclined to be more lenient in regard to the scholastic eligibility requirement than were the fathers and students who had never taken part in team sports. The reverse was true for the teachers and the business and professional men. About 65 per cent of the teacher athletes compared to 50 per cent of the teacher non-athletes approved of requiring athletes to pass four subjects the previous semester and be passing in four subjects during the current semester. In general, a little more support was given to the present rule requiring athletes to pass three subjects the previous semester and be passing in three subjects during the current semester. Neither athletes nor non-athletes were in favor of eliminating the scholastic eligibility requirement.

Section 5 revealed that the plan to hold the athletic director and the principal responsible for the organization of the athletic program received more support, in terms of the percentage of respondents approving, from both athletes and non-athletes than any other proposals. Minor support was given by athletes as well as non-athletes to the proposal to have coaches administer athletics. Comparatively very few athletes or non-athletes believed the principal alone should organize athletics.

Section 6 showed that percentage wise the athletes evaluated the morale building effects of the interscholastic athletic program higher than did the non-athletes.

Section 7 revealed that the majority of athletes and non-athletes agreed that the teachers treated all students the same. However, a substantial percentage of athletes as well as non-athletes thought teachers favored school athletes. Few of either the athletes or the non-athletes thought teachers treated athletes unfavorably.

Section 8 showed that a somewhat larger percentage of the athletes than the non-athletes in all the groups, fathers, teachers, students and business and professional men believed tax money and gate receipts should be used to purchase athletic equipment. Conversely, a greater percentage of non-athletes than athletes favored the use of money from the sale of tickets to athletic contests. A majority of the respondents in all groups favored the use of tax money either by itself or in combination with gate receipts. More athletes, percentage wise, than non-athletes favored the use of tax money in either of these ways.

Section 9 revealed no clear out pattern showing that the athletes, on the whole, approved or disapproved of out-of-season practice more or less than the non-athletes. The large percentage of all respondents favored out-of-season practice.

Section 10 showed that a higher percentage of athletes and non-athletes in the various groups favored time compensation than any of the other proposals for compensating for coaching. No proposal received the approval of the majority of either the athletes or the non-athletes in all

the groups. Minor support was given to the proposal to give bonuses or extra pay or to employ outside coaches. The athletes did not approve of bonuses or extra pay to a much greater degree than the non-athletes.

Section 11 revealed no evidence that participation in athletics had any influence on the opinions of the respondents in this study as far as the effect of athletic publicity on public opinion and the school was concerned. A large percentage of the non-athletes as well as the athletes believed athletic publicity formed favorable public opinion and was good for the school.

CHAPTER VI

RELATIONSHIP BETWEEN PARTICIPATION IN ATHLETICS AND PERSONAL AND SOCIAL ADJUSTMENT OF LANE SENIORS

The second major problem of this study was to determine if participants in athletics made better personal and social adjustments than persons who did not participate in athletics. As shown in Chapter II, findings of selected studies indicate disagreement as to the effects of participation in athletics on personality traits although many physical educators claim participation makes for more wholesome personalities. This chapter is concerned with the relationship between participation in athletics and the personal and social adjustment of Lane seniors.

A. The Measuring Instrument

The instrument used in obtaining the necessary data on the seniors was the Bell Adjustment Inventory.¹ The Bell Adjustment Inventory provides four separate measures of personal and social adjustment: (1) home adjustment; (2) health adjustment; (3) social adjustment; (4) emotional adjustment. The results of these four separate measures can be combined to give a total score and a measure of general personal and social adjustment. The manual

1 Hugh M. Bell, The Adjustment Inventory, Student Form, Stanford, California, 1934, 1-4.

for the test gives the norms for high school students. Interpretation of scores is made more meaningful by the use of certain descriptive designations. Coefficients of reliability and validity as well as probable errors of measurement and intercorrelations are given in the handbook and indicate that the test is satisfactory.² Powell found the Bell Adjustment Inventory satisfactory in her study of the relationships between health practices, adjustment and physical performance of freshmen women.³ Traxler found that the Bell Adjustment Inventory is satisfactory for group usage.⁴ Furthermore the Inventory is widely known and used for measuring personal and social adjustment. Its use in the field of health and physical education is shown by Larson and Yocum.⁵ Since the Bell Adjustment Inventory is so widely used and accepted, especially for group usage, it was used in this study.

B. Administration of the Bell Adjustment Inventory

The Bell Adjustment Inventory was given to 573 members of the graduating class in groups of about forty. The examiners were the Lane

2 Hugh M. Bell, Manual for the Adjustment Inventory, Student Form, Stanford, California, 1934, 1-4.

3 Powell, "An Analysis of Relationships Existent Between Health Practices, Adjustment, and Physical Performance of Freshmen Women," Research Quarterly, XVIII, 176-186.

4 Arthur E. Traxler, "The Reliability of the Bell Inventories and Their Correlation With Teacher Judgment," Journal of Applied Psychology, XXV, December, 1941, 672-678.

5 Leonard A. Larson and Rachael D. Yocum, Measurement and Evaluation in Physical, Health and Recreational Education, St. Louis, 1951 256.

adjustment teacher who is in charge of testing at the school and a psychologist from the child study department of the Chicago Board of Education. Both of these persons are well-qualified by training and experience to give the Bell Adjustment Inventory. The examiners followed the instructions exactly as given in the manual. The scoring was done by the adjustment teacher. The numerical scores for each of the four measures and for the total score were translated into descriptive designations in accordance with the instructions in the manual.

C. Classification of Seniors

As was brought out in Chapter V, many of the students included in this study had participated in organized team athletics, other than interscholastic athletics. The teams on which these boys had played included park district teams, CYO teams, YMCA teams, intramural teams, church league teams and the like. Since the purpose of this part of the investigation was to determine if the seniors who had participated in athletics were better adjusted personally and socially than the seniors who had not participated in athletics and since this study as a whole was concerned primarily with interscholastic athletics, the fact that many of the seniors had taken part in organized team athletics, other than interscholastic athletics, had to be considered. Therefore, the seniors were separated into three groups: (1) the boys who had never participated in athletics, designated as non-athletes; (2) the boys who had participated in team athletics, other than interscholastic athletics, designated as athletes; (3) the boys who had participated in competitive sports as members of Lane interscholastic athletic squads, designated as Lane athletes. The data obtained from the Bell Adjust-

ment Inventory were then used to compare the personal and social adjustment of these three groups of seniors, the non-athletes, the athletes and the Lane athletes.

Table XXV shows the classification of the seniors as athletes and non-athletes. Of the five hundred and seventy-three seniors, 103 or 18 per cent were non-athletes, 517 or 55.3 per cent were athletes and 153 or 26.7 per cent were Lane athletes.

TABLE XXV

CLASSIFICATION OF SENIORS AS ATHLETES AND NON-ATHLETES

Group	Number	Percent
Non-athletes	103	18.0
Athletes	517	55.3
Lane athletes	153	26.7

D. Measure of Home Adjustment

Table XXVI shows the data obtained from the scores of the seniors on the home adjustment section of the Bell Adjustment Inventory. The numbers and percentages of the three groups, non-athletes, athletes and Lane athletes who received the various descriptive designations are shown. The percentages of the three groups in these different descriptive categories do not vary a great deal. There was very little variation in the percentages of the three groups scored as unsatisfactory or very unsatisfactory in home

adjustment with 26.2 per cent of the non-athletes, 26.1 per cent of the athletes and 26.1 per cent of the Lane athletes receiving these ratings. The greatest variation was shown in the higher rating categories. Almost 44 per cent of the non-athletes were designated as excellent or good in home adjustment as compared to 31.9 per cent of the athletes and 34 per cent of the Lane athletes. Thus 14 per cent more of the non-athletes than of the athletes and 10 per cent more of the non-athletes than of the Lane athletes were designated as excellent or good in home adjustment.

TABLE XXVI

HOME ADJUSTMENT OF ATHLETES AND NON-ATHLETES

Description	Non-Athletes		Athletes		Lane Athletes		Total	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
Excellent	13	12.6	40	12.6	17	11.2	70	12.2
Good	32	31.1	61	19.3	35	22.8	128	22.3
Average	32	31.1	133	42.0	61	39.9	226	39.5
Unsatisfactory	21	20.4	63	19.8	31	20.2	115	20.1
Very unsatisfactory	5	4.8	20	6.3	9	5.9	34	5.9
Total	103	100.0	317	100.0	153	100.0	573	100.0

In order to determine whether the distributions of descriptions obtained from the three groups and shown in Table XXVI were significantly divergent, the data were statistically treated and the Chi - square test

applied. The values of P, probability, and C, the coefficient of contingency, were determined.⁶ The values obtained were:

Chi square 7.95 C .116 P .44.

Taking a P of .01 as the criterion of significance⁷ the Chi - square P of .44 was not significant. So although the comparisons about the home adjustment designations of the non-athletes, athletes and Lane athletes gave some information, they proved nothing. Within the limits of this investigation, there was no statistically significant relationship between participation in athletics and home adjustment as measured by the Bell Adjustment Inventory.

E. Measure of Health Adjustment

Table XXVII shows the numbers and percentages of non-athletes, athletes and Lane athletes in the various descriptive categories for health adjustment as determined by the Bell Adjustment Inventory. The Lane athletes, the boys who had participated in interscholastic athletics, had a higher percentage who achieved the two top ratings than did either of the other groups. Almost 46 per cent of the Lane athletes were designated as good or excellent in health adjustment as compared to about 36 per cent of the

⁶ For the procedure used in computing Chi-square, for the method of applying the formula

$$C = \frac{\text{Chi-square}}{\text{Chi-square} + N} \quad \text{in computing the}$$

coefficient of contingency, and for the table used in determining the value of P, probability, see C. W. Odell, An Introduction to Educational Statistics, New York, 1946, 212-216.

⁷ Quinn McNemar, Psychological Statistics, New York, 1949, 69.

athletes and 85 per cent of the non-athletes. In addition, no Lane athlete was designated as very unsatisfactory as compared to 2.8 per cent of the athletes and 2.9 per cent of non-athletes. On the other hand, 12.5 per cent of the Lane athletes and 12.3 per cent of the athletes were designated as unsatisfactory while 7.8 per cent of the non-athletes received this rating. Moreover, the Lane athletes were a select group as far as physical development and health were concerned since they had to pass a physical examination given by a physician before they were permitted to participate in interscholastic athletics. For this reason, they presumably should have scored higher

TABLE XXVII

HEALTH ADJUSTMENT OF ATHLETES AND NON-ATHLETES

Description	Non-Athletes		Athletes		Lane Athletes		Total	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
Excellent	6	5.8	25	7.9	12	7.8	43	7.5
Good	29	28.2	91	28.7	58	37.9	178	31.1
Average	57	55.3	153	48.3	64	41.8	274	47.8
Unsatisfactory	8	7.8	39	12.3	19	12.5	66	2.1
Very unsatisfactory	3	2.9	9	2.8	0	0.0	12	2.1
Total	103	100.0	317	100.0	153	100.0	573	100.0

in a health adjustment examination than the non-athletes and most of the athletes who had participated on teams where in most instances physical

examinations were not required.

The Chi-square was applied to the data in Table XXVII with the following results:

Chi-square 14.63 C .157 P .07

Taking the level indicated by a P of .01 as the criterion of significance, the Chi-square of P of .07 was not significant. Even though not statistically significant, a P of .07 would seem to have indicated that there might have been some degree of association between athletic participation and health adjustment. However, in addition to the fact that P was not significant the fact that the Lane athletes were a select group physically had to be considered. Furthermore, it was likely the athletes, the boys who had participated on organized teams other than interscholastic teams, were also a select group, at least to some extent. It was probable that the athletes who competed with such organizations as the park district league teams, the CYO teams and the like were naturally healthier, stronger and more physically perfect than the non-athletes in their neighborhoods. This meant that the athletes in both groups should have been better adjusted as far as health was concerned, than the non-athletes, whether or not they had participated in athletics. Even if the comparisons made earlier in this section had all been favorable and if the P had been significant, this fact would have made it impossible to conclude definitely that participation in athletics made for better health adjustment. In any case, however, statistically, and within the limits of this study, the relationship between athletic participation and health adjustment as determined by the Bell Adjustment Inventory was insignificant.

F. Measure of Social Adjustment

Table XXVIII shows the data furnished by the social adjustment section of the Bell Adjustment Inventory. Comparison of the percentages in the various descriptive categories favors the athletes in both groups. Over 25 per cent of the Lane athletes compared to about 17 per cent of the athletes

TABLE XXVIII
SOCIAL ADJUSTMENT OF ATHLETES AND NON-ATHLETES

Description	Non-Athletes		Athletes		Lane Athletes		Total	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
Very aggressive	12	11.7	55	17.3	39	25.6	106	18.6
Aggressive	28	27.2	118	37.3	64	35.3	200	34.9
Average	49	47.6	117	36.9	50	32.7	216	37.7
Retiring	11	10.7	23	7.2	8	5.2	42	7.4
Very retiring	3	2.9	4	1.3	2	1.3	9	1.6
Total	103	100.0	317	100.0	153	100.0	573	100.0

and less than 12 per cent of the non-athletes were scored as very aggressive. About 35 per cent of the Lane athletes, 37 per cent of the athletes and 27 per cent of the non-athletes received aggressive designations. The combined percentages of the members of the different groups who were designated as aggressive or very aggressive revealed that while almost 61 per cent of the Lane athletes and 54 per cent of the athletes were above average in social

adjustment, less than 39 per cent of the non-athletes received above average designations. Conversely, while 6.5 per cent of the Lane athletes and 8.5 per cent of the athletes were designated as below average in social adjustment, 13.6 per cent of the non-athletes were given this rating. The comparisons of social adjustment favored the Lane athletes over the non-athletes and the athletes, and the athletes over the non-athletes.

The Chi-square test was applied to the data given in Table XXVIII with the following results:

Chi-square 16.81 C .17 P .035

The Chi-square P was not significant since the criterion of significance was taken as the level indicated by a P of .01. However, with a P of .035 the indications were strong that the association between participation in athletics and social adjustment was too great to be accounted for solely by chance association.⁸ In any case, however, statistically, and within the limits of this study, the relationship between participation in athletics and social adjustment, as determined by the Bell Adjustment Inventory, was insignificant.

G. Measure of Emotional Adjustment

Table XXIX gives the numbers and percentages of non-athletes, athletes and Lane athletes in the different categories of emotional adjustment. The variations in the percentages of the groups in these descriptive categories were not great.

⁸ For a discussion about association relative to a similar type of problem see Henry E. Garrett, Statistics in Psychology and Education, New York, 1941, 384.

TABLE XXIX

EMOTIONAL ADJUSTMENT OF ATHLETES AND NON-ATHLETES

Score	Non-Athletes		Athletes		Lane Athletes		Total	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
Excellent	21	20.4	55	17.3	30	19.6	106	18.5
Good	23	22.3	66	20.8	41	26.8	130	22.7
Average	40	38.8	123	38.9	58	37.9	221	38.6
Unsatisfactory	12	11.7	66	20.8	17	11.1	95	16.6
Very unsatisfactory	7	6.8	7	2.2	7	4.6	21	3.6
Total	103	100.0	317	100.0	153	100.0	573	100.0

About 57 per cent of the non-athletes, 58 per cent of the athletes and 57 per cent of the Lane athletes were above average in emotional adjustment. The difference between any two of the groups amounted to about 1 per cent.

About 39 per cent of the non-athletes, 39 per cent of the athletes and 38 per cent of the Lane athletes were designated as average. Again the difference was about 1 per cent. About 19 per cent of the non-athletes, 23 per cent of the athletes and 16 per cent of the Lane athletes were below average in emotional adjustment. Here, the Lane athletes were slightly superior because 3 per cent more of the non-athletes than the Lane athletes and 7 per cent more of the athletes than the Lane athletes were below average. However, 4 per cent more of the athletes than the non-athletes

were below average. On the other hand, 6.8 per cent of the non-athletes, 2.2 per cent of the athletes and 4.6 per cent of the Lane athletes were designated as very unsatisfactory. Thus, the data showed that, as far as comparisons of the percentages of the non-athletes, athletes and Lane athletes in the various descriptive categories of emotional adjustment were concerned, the results were inconclusive as to whether the boys who had participated in athletics were better adjusted emotionally than those who had not participated.

The Chi-square test was applied to the data in Table XXIX and the following values were obtained:

Chi-square	14.41	C	.157	P	.07
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In this section, also, the Chi-square P was not significant when the level indicated by a P of .01 was taken as the criterion of significance. Therefore, within the limits of this investigation, there was no significant relationship between participation in athletics and emotional adjustment as measured by the Bell Adjustment Inventory.

H. Measure of General Adjustment Status

The total score on the Bell Adjustment Inventory may be used as a measure of general personal and social adjustment status. Table XXX shows the total scores made by the members of the three groups, non-athletes, athletes and Lane athletes.

TABLE XXX

GENERAL PERSONAL AND SOCIAL ADJUSTMENT
OF ATHLETES AND NON-ATHLETES

Score	Non-Athletes		Athletes		Lane Athletes		Total	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
Excellent	8	7.8	33	10.4	21	13.7	62	10.8
Good	31	30.1	73	23.0	50	32.7	154	26.9
Average	47	45.6	151	47.6	61	39.9	259	45.2
Unsatisfactory	14	13.6	48	15.2	15	9.8	77	13.4
Very unsatisfactory	3	2.9	12	3.8	6	3.9	21	3.7
Total	103	100.0	317	100.0	153	100.0	573	100.0

Table XXX shows that 13.7 per cent of the Lane athletes were designated as excellent in personal and social adjustment as compared to 10.4 per cent of the athletes and 7.8 per cent of the non-athletes. About 56 per cent of the Lane athletes, 33 per cent of the athletes and 38 per cent of the non-athletes were designated as above average. In these comparisons, the Lane athletes were superior to both the non-athletes and the athletes. Furthermore, about 14 per cent of the Lane athletes as compared to 19 per cent of the athletes and about 16.5 per cent of the non-athletes were scored below average in personal and social adjustment. These comparisons also favored the Lane athletes over the other two groups although the differences were not great. The differences between the athletes

and the non-athletes varied in favor of one group in one descriptive category and the other group in another category and revealed no conclusive information.

The Chi-square test was applied to the data in Table XXX. The following values were found:

Chi-square	9.95	C	.13	P	.28
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Taking P of .01 as the criterion of significance, the Chi-square P was not significant. Therefore, within the limits of this investigation, there was no significant relationship between participation in athletics and personal and social adjustment as measured by the Bell Adjustment Inventory.

Summary of Chapter VI

Five hundred and seventy-three seniors who were given the Bell Adjustment Inventory were separated into three groups: (1) the boys who had never participated in team athletics, designated as non-athletes; (2) the boys who had participated in team athletics other than interscholastic athletics, designated as athletes; (3) the boys who had participated in interscholastic athletics as members of the Lane teams, designated as Lane athletes. Of the five hundred and seventy-three seniors, 103 or 18 per cent were non-athletes, 317 or 55.3 per cent were athletes, 153 or 26.7 per cent were Lane athletes. The following information was obtained from the data provided by the Bell Adjustment Inventory:

1. About 25 per cent of the seniors in all groups, non-athletes, athletes and Lane athletes were below average in home adjustment. The non-athletes had a higher percentage above average than the athletes or the

Lane athletes. However, the relationship between athletic participation and home adjustment was statistically insignificant as far as this investigation was concerned.

2. The Lane athletes were slightly superior to the athletes and the non-athletes in health adjustment when the percentages of the different groups in the various descriptive categories of the Bell Adjustment Inventory were compared. Consideration had to be taken of the fact that the two athlete groups were probably select groups as far as the health and physical development of their members were concerned. However, as far as this investigation was concerned, the relationship between participation in athletics and health adjustment was not significant statistically.

3. The comparisons of social adjustment of the various groups favored the Lane athletes over the non-athletes and the athletes, and the athletes over the non-athletes. However, the relationship between athletic participation and social adjustment, as far as this study was concerned, was not significant statistically.

4. As far as comparisons of the percentages of non-athletes, athletes and Lane athletes in the various descriptive categories of the measure of emotional adjustment were concerned, the results were inconclusive as to whether the athletes or the non-athletes were better adjusted emotionally. However, within the limits of this investigation there was no statistically significant relationship between participation in athletics and emotional adjustment.

5. Comparison of the percentages of the three groups in each of the descriptive designations given in connection with the total score of the

Bell Adjustment Inventory revealed that the Lane athletes were superior to the non-athletes and the non-interscholastic sports athletes in personal and social adjustment. However, as far as this investigation was concerned the relationship between participation in athletics and personal and social adjustment as measured by the Bell Adjustment Inventory was not significant statistically.

CHAPTER VII

SUMMARY AND CONCLUSIONS

A. First Major Problem of the Study

The first major problem in this study has been to find the answer to the question:

What opinion do the parents, teachers, business and professional men and students have of Lane interscholastic athletics and to what extent do they agree with the rules, policies and procedures governing different aspects of the athletic program?

In order to answer the question given above conclusions or answers to questions about various aspects of the interscholastic athletic program had to be obtained. The questions were answered by the evaluations given in Chapter IV which were made by various groups composed of 274 mothers, 268 fathers, 137 men teachers, sixty-four women teachers, 180 business and professional men, 283 freshmen, 295 sophomores, 336 juniors and 580 seniors and the evaluations in Chapter V which were made by the athletes and non-athletes among the fathers, men teachers, students and business and professional men.

Conclusions

The questions about different aspects of the inter-scholastic athletic program and the answers to them given by the parents, teachers, business and professional men and students are as follows:

1. -How desirable or necessary is the interscholastic athletic program to the welfare of the school?

A very high percentage of the persons in all groups believed the interscholastic athletic program was either desirable or very necessary. More athletes than non-athletes believed it was very necessary but even among the non-athletes a very high percentage was in favor of interscholastic sports. Over 96 per cent of the parents, 92 per cent of the teachers, 93 per cent of the business and professional men and 97 per cent of the students approved of the interscholastic athletic program. The women teachers with 90 per cent expressing approval had the lowest percentage of any of the groups. Only eleven of the 2,438 respondents thought the athletic program was undesirable or should be discontinued.

2. Should the present scholastic eligibility requirement for athletes be changed?

A large majority of the total number of parents, teachers, business and professional men and a majority of the members in each of the groups were not in favor of lowering the scholastic eligibility requirement. A majority of the teachers, with the exception of the coaches, believed the requirement should be raised to require athletes to pass four subject the previous semester and be passing in four subjects during the current semester. A substantial percentage of the other groups agreed with this opinion. Little support for eliminating the scholastic eligibility rule was given by any group and the athletes did not favor abolishing this requirement to any greater degree than did the non-athletes. A higher percentage of the parents and students favored the present rule requiring athletes to pass

three subjects the previous semester and be passing in three subjects during the current semester. The business and professional men were equally divided between the belief that the present rule is satisfactory and the belief that the requirement should be raised.

3. Who should be responsible for the administration of the athletic program?

A greater percentage of the members of the adult groups believed the athletic director and the principal should be responsible for the organization and administration of athletics than believed the responsibility should be placed elsewhere. Minor support was given by athletes as well as non-athletes and by all the groups to the proposal to have coaches administer athletics. One-third of the men teachers believed that the principal and a committee of teachers should direct the sports program but little support for this proposal was given by parents, students or business and professional men. A very small percentage of any group thought the principal alone should make the final decisions about how the program should be organized. Comparatively minor percentages favored having the director of athletics for the Chicago schools organize the Lane program within the rules that apply to all Chicago high schools.

4. How does the interscholastic athletic program affect school and student morale?

All groups, parents, teachers, business and professional men and students believed that interscholastic athletics built good school and student morale. Teachers were not as enthusiastic as the other groups. Even so, over 87 per cent of the teachers believed good school and student morale was

built by athletics. Over 97 per cent of the parents and business and professional men held that opinion. Of the 2,483 respondents, only fifteen believed athletics affects morale adversely. Athletes were more enthusiastic about sports as a morale builder than were non-athletes but the non-athletes, too, were strongly of the opinion that athletics helps morale. There was little doubt that, in the opinion of all groups, athletics builds good school and student morale.

5. Do teachers treat athletes and non-athletes the same?

About three quarters of the members of nearly all groups believed that teachers are objective and treat athletes and non-athletes the same. From one-fourth to one-fifth of the adults in the various groups believed athletes were favored. This opinion was shared by students in increasing numbers from the freshman to the senior year. Over one-third of the seniors thought teachers favored athletes. A substantial percentage of respondents who had taken part in team sports believed teachers were more favorable toward athletes. A comparatively small percentage of any of the groups believed that teachers were unfavorable to athletes. An average of about 5 per cent of the members of the various groups failed to answer this question. Comments indicated that they believed the attitude of any teacher toward athletes depends largely on the individual teacher.

6. How should the purchase of athletic equipment be financed?

The proposal that athletic equipment be purchased from a combination of tax money and gate receipts received more support than proposals to use tax money only or gate receipts only. A majority of the women teachers thought only gate receipts should be used. Non-athletes were more in favor

of using gate receipts only than were athletes. Only minorities of any of the groups thought tax money alone should be used. However, a majority of the members of all groups, except the women teachers, believed that tax money should be used by itself or with gate receipts to finance the purchase of athletic equipment. The athletes gave this proposal more support than did the non-athletes.

7. Should out-of-season practice be continued or discontinued?

The large majority of all groups, parents, teachers, business and professional men and students were in favor of out-of-season practice. Very few parents or students wished to limit it further or discontinue it. The proportion of teachers and business and professional men opposed to out-of-season practice was much smaller than the proportion of these groups in favor of such practice. Athletes and non-athletes showed about the same proportions favoring out-of-season practice.

8. Should coaches be teachers with the same salaries as other teachers?

A higher percentage of all the groups believed the practice of paying coaches the same salaries as other teachers and relieving them of part of their teaching load is a better method of compensation for coaching than giving extra pay or bonuses. The proposal to give coaches extra pay received little support. Only one-third of the coaches themselves wanted this form of compensation for coaching. Minor support was given to the proposal to employ non-teacher coaches. Little support was given to the plan of paying coaches according to the success of their teams. Every teacher, including the coaches, opposed this proposal. The athletes, in

general, did not approve of bonuses or extra pay for coaches to a much greater degree than the non-athletes.

9. Is much publicity about athletics desirable?

A very large majority of the members of all groups believed that athletic publicity formed favorable public opinion and was good for the school. The proportions who gave this opinion ranged from about two-thirds of the women teachers to nine-tenths of the mothers. Less than two-hundredths of the total number of parents, teachers, business and professional men and students believed athletic publicity affected public opinion and the school adversely. Participations in athletics seemed to have no effect on the opinions held by the members of the various groups as far as the effect of athletic publicity was concerned.

Using the data furnished by the parents, teachers, business and professional men and students in the conclusions given above, the answers can now be given to the problem question:

What opinion to the parents, teachers, business and professional men and students have of Lane interscholastic athletics and to what extent do they agree with the rules, policies and procedures governing different aspects of the interscholastic athletic program?

It is evident from the data that have been obtained in this study and which are given in the conclusions stated above that the parents, teachers, business and professional men and students have a very good opinion of the interscholastic athletic program and believe it is a worthwhile and desirable part of the educational program of the school. This is demonstrated by: (1) their high evaluation of the interscholastic athletic

program as a whole; (2) their fine opinion of the part interscholastic athletics plays in developing good school and student morale; (3) their strong belief that publicity about the interscholastic athletic program forms favorable public opinion and is good for the school in general.

The extent to which the parents, teachers, business and professional men agree with the rules, policies and procedures governing different aspects of the athletic program varies with the aspects under consideration.

1. A majority of the teachers and a substantial proportion of the other groups believe the present scholastic eligibility requirement should be raised. Business and professional men are equally divided as to whether the requirement should be raised or the present rule retained. Parents and students believe the present eligibility requirement is satisfactory and agree with the school rule.

2. Very few of the parents, teachers, business and professional men and students believe the principal should make the final decisions about the organization of the athletic program. They believe, in far greater numbers, that the athletic director and the principal should share the responsibility. Yet, according to the rules of the City League and the State Association, it is the responsibility of the principal to decide on the athletic organization. Furthermore, it is the policy of the Chicago schools system to hold the principal responsible for every phase of the school program, including the athletic program. While the principal may delegate some of his duties and prerogatives to the athletic director, as is done at Lane, the responsibility for making the final decisions about athletics is his. The parents, teachers, business and professional men and students do

not agree with this policy.

3. A large majority of the parents, teachers, business and professional men and students think the teachers treat athletes and non-athletes the same although a substantial percentage think athletes are favored. It is a stated policy of the school that there should be neither favoritism nor prejudice shown by a teacher toward any student.

4. A majority of the parents, teachers, business and professional men and students, believe tax money should be used either by itself or in combination with gate receipts to purchase athletic equipment. At present, only gate receipts are used.

5. It is the opinion of the parents, teachers, business and professional men and students that out-of-season practice should be continued. This is the policy of the City League members including Lane.

6. The method of compensating coaches by giving them the same pay as other teachers and reducing their class loads meets with more approval by the different groups than giving extra pay or bonuses. This time compensation plan is practiced at Lane.

It can be seen that, in general, agreement with the school's rules and policies is given in connection with the scholastic eligibility requirement, the treatment of athletes by teachers, the holding of out-of-season practice, and the compensation of coaches. Disagreement is expressed generally, as to who should be responsible for the athletic program and how funds for the purchase of athletic equipment should be secured.

B. The Second Major Problem of the Study

The second major problem in this study has been to find the answer

to the question:

Do the participants in athletics make better personal and social adjustments than persons who do not participate in athletics?

In order to obtain the answer to this question the Bell Adjustment Inventory was administered to 573 seniors who were separated into three groups: (1) 103 boys who had never participated in athletics; (2) 317 boys who had participated in team athletics other than interscholastic athletics; (3) 153 boys who had participated on Lane interscholastic teams. The data were treated statistically to determine if there was any relationship between participation in athletics and the personal and social adjustment of the seniors as determined by the Bell Adjustment Inventory.

Conclusion

Within the limits of this investigation there is no statistically significant relationship between participation in athletics and personal and social adjustment.

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Survey of Some Aspects of Interscholastic Athletics at the Lane Technical High School

We are trying to find out what you think about the Lane athletic program. Your answers to the items below will help us.

1. Please check one of the following which applies to you.

-----1. Lane student

-----3. Mother of Lane student

Is your son a member of a Lane team? ----Yes ----No.

-----2. Lane teacher

-----4. Father of Lane student

-----male -----female

Is your son a member of a Lane team? ----Yes ----No.

-----5. Business or Professional Man

2. Have you ever taken part in organized team athletics? ----Yes ----No.

If your answer is yes, where and with what group did you play? -----

In answering questions 3 through 11, you are asked to check the item in each question which most nearly approximates your belief.

3. Lane offers a program of sports and games with other schools which includes contests in football, baseball, basketball, swimming, track, rifle-shooting, cross-country, ice skating, fencing, wrestling, gymnastics, golf and tennis. I believe:

(check only one)

-----1. This program is very necessary to the welfare of the school.

-----2. This program is desirable.

-----3. This program does little either to help or hinder the work of the school and it makes little difference whether it is carried on or not.

-----4. This program is undesirable.

-----5. This program should be discontinued.

Comments.-----

4. Lane athletes must pass three subjects the semester before they play and must be passing three subjects at the end of each five-week marking period during the athletic season. (They take four subjects each semester which is the usual number for all students.)

I believe that before they are allowed to play against other schools:

(check only one)

- 1. Athletes should be required to pass four subjects during the previous semester and be passing in four subjects during the athletic season.
- 2. Athletes should be required to pass four subjects the previous semester.
- 3. Athletes should be required to pass three subjects during the previous semester and be passing in three subjects at the end of each five week marking period.
- 4. Athletes should be required to pass three subjects the previous semester.
- 5. There should be no scholastic requirements for athletes.

Comments:-----

5. There must be some one person or persons who make the final decisions about how the athletic program should be organized at Lane within the rules that apply to all high schools. I believe these final decision should be made by:

(check only one)

- 1. The athletic director and principal.
- 2. The coaches.
- 3. The principal and a committee of teachers.
- 4. The principal.
- 5. The Director of Athletic and Physical Education for the Board of Education.

Comments:-----

6. It is said that a strong athletic program with contest against other schools builds better school and pupil spirit or morale. I believe:

(check only one)

- 1. The athletic program does a great deal to build good school and pupil morale.
- 2. The athletic program helps make good school and pupil morale to some extent.
- 3. The athletic program makes little difference to school or pupil morale.
- 4. The athletic program lowers school and pupil morale.
- 5. The athletic program causes very poor school and pupil morale.

Comments:-----

7. Newspaper reporters and other writers disagree as to whether teachers are unfavorable to athletes or favor them and give them higher marks than they deserve. I believe:

(check only one)

- 1. Athletes are favored by teachers.
 ----- 2. Athletes are treated just the same as other students.
 ----- 3. Athletes are not treated as favorably as other students.

Comments-----

8. Athletic equipment at Lane is purchased from gate receipts. Most of this money is obtained through the sale of football tickets. Some schools in the State are provided with equipment by the Board of Education. I believe:

(check only one)

- 1. Equipment should be paid for by the school with money obtained through ticket sales.
 ----- 2. Equipment should be provided by the Board of Education using tax money.
 ----- 3. Equipment should be paid for partly with money from ticket sales and partly with Board of Education funds.

Comments-----

9. Some schools in Illinois have discontinued "out-of-season" practice particularly spring football practice. Other schools still have such practice. Spring practice at Lane is limited to four weeks (twenty days). I believe:

(check only one)

- 1. Out-of-season practice is very necessary.
 ----- 2. Out-of-season practice such as the four weeks spring practice is desirable.
 ----- 3. It makes little difference whether or not out-of-season practice is held.
 ----- 4. The length of out-of-season practice should be further limited.
 ----- 5. Out-of-season practice should be discontinued.

Comments-----

10. Lane athletic coaches are physical education teachers who are relieved of part of their teaching load, but who receive the usual teachers' salaries. I believe:

(check only one)

- 1. Coaches should receive extra pay.
- 2. Extra pay or bonuses for coaching should be paid but vary with the sport (football, track, etc.)
- 3. The procedure now used is satisfactory.
- 4. Coaches should be employed for coaching only and should not be required to be teachers.
- 5. Coaches should be given bonuses according to how successful their teams are.

Comments.-----

11. Lane athletic teams receive a great deal of publicity in city-wide and neighborhood newspapers as well as on radio and television. I believe:

(check only one)

- 1. This publicity forms favorable public opinion and is good for the school in general.
- 2. This publicity makes little difference as far as the school in general is concerned.
- 3. This publicity may make for unfavorable public opinion and is bad for the school in general.

Comments.-----

APPROVAL SHEET

The dissertation submitted by James Harold Smith has been read and approved by five members of the Department of Education.

The final copies have been examined by the director of the dissertation and the signature which appears below verifies the fact that any necessary changes have been incorporated, and that the dissertation is now given final approval with reference to content, form, and mechanical accuracy.

The dissertation is therefore accepted in partial fulfillment of the requirements for the Degree of Doctor of Education.

January 22, 1953
Date

Harry L. Hubbard
Signature of Adviser